



**Australian Government**

# **RGR08 Racing Training Package**

**Release: 2.0**

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## Modification History

### Version Modification History

| Version | Release Date      | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2       | 17 December 2013  | <p>One revised qualification: RGR20213 Certificate II in Racing (Greyhound)</p> <p><u>ISC Upgrades</u></p> <p>Nine revised qualifications:</p> <ul style="list-style-type: none"> <li>• RGR20308 Certificate II in Racing Services (Racing Administration)</li> <li>• RGR30108 Certificate III in Racing (Trackrider)</li> <li>• RGR30308 Certificate III in Racing Services (Racing Administration)</li> <li>• RGR30408 Certificate III in Racing Services (Cadet Steward)</li> <li>• RGR40108 Certificate IV in Racing (Racehorse Trainer)</li> <li>• RGR40508 Certificate IV in Racing Services (Racing Administration)</li> <li>• RGR50208 Diploma of Racing Services (Racing Administration)</li> <li>• RGR50308 Diploma of Racing Services (Steward)</li> <li>• RGR50408 Diploma of Racing Services (Track Management)</li> </ul> <p>Changes include update of superseded equivalent imported units and typographical corrections.</p> |
| 1.1     | 22 January 2013   | <p>Updated equivalent imported units</p> <p>Published missing Skill Sets</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1       | 24 September 2008 | Initial release                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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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 2 - check whether this is the latest version by going to the National Training Information Service ( [www.ntis.gov.au](http://www.ntis.gov.au)) and locating information about the Training Package. Alternatively, contact AgriFood Skills Australia 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 Packages national code (which remains the same during its period of endorsement).

## Full List of AQF Qualifications

| Qualification Code | Title                                                      |
|--------------------|------------------------------------------------------------|
| RGR10108           | Certificate I in Racing (Stablehand)                       |
| RGR20108           | Certificate II in Racing (Stablehand)                      |
| RGR20213           | Certificate II in Racing (Greyhound)                       |
| RGR20308           | Certificate II in Racing Services (Racing Administration)  |
| RGR20408           | Certificate II in Racing Services (Track Maintenance)      |
| RGR30108           | Certificate III in Racing (Trackrider)                     |
| RGR30208           | Certificate III in Racing (Advanced Stablehand)            |
| RGR30308           | Certificate III in Racing Services (Racing Administration) |
| RGR30408           | Certificate III in Racing Services (Cadet Steward)         |
| RGR30508           | Certificate III in Racing Services (Track Maintenance)     |
| RGR40108           | Certificate IV in Racing (Racehorse Trainer)               |
| RGR40208           | Certificate IV in Racing (Jockey)                          |
| RGR40308           | Certificate IV in Racing (Harness Race Driver)             |
| RGR40408           | Certificate IV in Racing (Greyhound Trainer)               |
| RGR40508           | Certificate IV in Racing Services (Racing Administration)  |

| <b>Qualification Code</b> | <b>Title</b>                                          |
|---------------------------|-------------------------------------------------------|
| RGR10108                  | Certificate I in Racing (Stablehand)                  |
| RGR40608                  | Certificate IV in Racing Services (Steward)           |
| RGR40708                  | Certificate IV in Racing Services (Track Maintenance) |
| RGR50108                  | Diploma of Racing (Racehorse Trainer)                 |
| RGR50208                  | Diploma of Racing Services (Racing Administration)    |
| RGR50308                  | Diploma of Racing Services (Steward)                  |
| RGR50408                  | Diploma of Racing Services (Track Management)         |

## Summary of Units of Competency

### Racing Performance Services – Harness and Thoroughbred Racing Codes

This table lists all the units of competency attached to the Harness and Thoroughbred Racing Codes in the Performance Services competency field.

Where prerequisite units are required for the listed units this is noted in the prerequisite column.

| <b>Unit Code</b> | <b>Unit Title</b>                               | <b>Prerequisite</b>                    |
|------------------|-------------------------------------------------|----------------------------------------|
| RGRPSH101A       | Catch and handle quiet horses under supervision |                                        |
| RGRPSH102A       | Perform basic stable duties                     |                                        |
| RGRPSH201A       | Handle horses                                   |                                        |
| RGRPSH202A       | Assist with transportation of horses            | RGRPSH201A Handle horses               |
| RGRPSH203A       | Perform basic driving tasks                     |                                        |
| RGRPSH204A       | Prepare to drive jog work                       | RGRPSH203A Perform basic driving tasks |
| RGRPSH205A       | Perform basic riding tasks                      |                                        |



|                |                                                                                  |                                                   |
|----------------|----------------------------------------------------------------------------------|---------------------------------------------------|
| RGRPSH206<br>A | Develop riding skills for flatwork                                               | RGRPSH205A Perform basic riding tasks             |
| RGRPSH207<br>A | Perform stable duties                                                            |                                                   |
| RGRPSH208<br>A | Attend horses at trackwork                                                       |                                                   |
| RGRPSH209<br>A | Attend horses at race meetings and trials                                        |                                                   |
| RGRPSH301<br>A | Implement stable operations                                                      |                                                   |
| RGRPSH302<br>A | Supervise handling of horses                                                     |                                                   |
| RGRPSH303<br>A | Supervise transportation of horses                                               |                                                   |
| RGRPSH304<br>A | Identify factors that affect racehorse performance                               |                                                   |
| RGRPSH305<br>A | Develop driving skills for trackwork                                             | RGRPSH204A Prepare to drive jog work              |
| RGRPSH306<br>A | Develop basic trackwork riding skills                                            |                                                   |
| RGRPSH307<br>A | Exercise horses in pacework                                                      | RGRPSH306A Develop basic trackwork riding skills  |
| RGRPSH308<br>A | Provide first aid and emergency care for horses                                  |                                                   |
| RGRPSH309<br>A | Implement feeding programs for racehorses under direction                        |                                                   |
| RGRPSH310<br>A | Prepare for self-management in racing                                            |                                                   |
| RGRPSH311<br>A | Participate in racing as an owner                                                |                                                   |
| RGRPSH401<br>A | Relate anatomical and physiological features to the care and treatment of horses |                                                   |
| RGRPSH402<br>A | Drive horses in pacework and fast work                                           | RGRPSH305A Develop driving skills for trackwork   |
| RGRPSH403<br>A | Educate harness horses for racing                                                | RGRPSH402A Drive horses in pacework and fast work |
| RGRPSH404<br>A | Ride horses at trackwork                                                         | RGRPSH307A Exercise horses in pacework            |

|                |                                                         |                                                                                     |
|----------------|---------------------------------------------------------|-------------------------------------------------------------------------------------|
| RGRPSH405<br>A | Ride horses in jump outs                                | RGRPSH404A Ride horses at trackwork                                                 |
| RGRPSH406<br>A | Develop riding skills for jumping racing                | RGRPSH404A Ride horses at trackwork                                                 |
| RGRPSH407<br>A | Educate thoroughbred horses for racing                  | RGRPSH404A Ride horses at trackwork                                                 |
| RGRPSH408<br>A | Manage horse health and welfare                         |                                                                                     |
| RGRPSH409<br>A | Determine nutritional requirements for racing horses    |                                                                                     |
| RGRPSH410<br>A | Prepare for race driving                                | RGRPSH402A Drive horses in pacework and fast work                                   |
| RGRPSH411<br>A | Prepare to drive horses in trials                       | RGRPSH410A Prepare for race driving                                                 |
| RGRPSH412<br>A | Prepare to drive horses in races                        | RGRPSH410A Prepare for race driving<br>RGRPSH411A Prepare to drive horses in trials |
| RGRPSH413<br>A | Prepare for race riding                                 | RGRPSH404A Ride horses at trackwork                                                 |
| RGRPSH414<br>A | Ride horses in trials                                   | RGRPSH404A Ride horses at trackwork<br>RGRPSH413A Prepare for race riding           |
| RGRPSH415<br>A | Ride horses in races                                    | RGRPSH413A Prepare for race riding<br>RGRPSH414A Ride horses in trials              |
| RGRPSH416<br>A | Perform trial and race jumping riding skills            | RGRPSH406A Develop riding skills for jumping racing                                 |
| RGRPSH417<br>A | Participate in protests, inquiries and appeals          |                                                                                     |
| RGRPSH418<br>A | Set goals to improve racing performance                 |                                                                                     |
| RGRPSH419<br>A | Manage principles of sports science for jockeys         |                                                                                     |
| RGRPSH420<br>A | Participate in implementing racehorse exercise programs |                                                                                     |
| RGRPSH421<br>A | Operate horse racing training business                  |                                                                                     |

|                |                                                                           |  |
|----------------|---------------------------------------------------------------------------|--|
| RGRPSH422<br>A | Promote and maintain business arrangements with racehorse owners          |  |
| RGRPSH423<br>A | Train horses for jumping racing                                           |  |
| RGRPSH501<br>A | Plan and adapt training and conditioning programs for racehorses          |  |
| RGRPSH502<br>A | Plan and implement education of horses for racing                         |  |
| RGRPSH503<br>A | Trial and race horses                                                     |  |
| RGRPSH504<br>A | Develop systems and records for horse racing business training operations |  |
| RGRPSH505<br>A | Select horses for racing                                                  |  |

### Racing Performance Services – Greyhound Racing Code

This table lists all the units of competency attached to the Greyhound Code in the Performance Services competency field.

Where prerequisite units are required for the listed units this is noted in the prerequisite column.

| Unit Code      | Unit Title                                               | Prerequisite                 |
|----------------|----------------------------------------------------------|------------------------------|
| RGRPSG201<br>A | Handle greyhounds                                        |                              |
| RGRPSG202<br>A | Transport greyhounds                                     | RGRPSG201A Handle greyhounds |
| RGRPSG203<br>A | Perform kennel duties                                    |                              |
| RGRPSG204<br>A | Attend greyhounds during exercise routines               |                              |
| RGRPSG205<br>A | Attend greyhounds at race meetings                       |                              |
| RGRPSG206<br>A | Perform duties of greyhound catcher                      |                              |
| RGRPSG301<br>A | Supervise handling of greyhounds                         |                              |
| RGRPSG302<br>A | Assess health and provide first aid for greyhounds       |                              |
| RGRPSG303<br>A | Determine nutritional requirements for racing greyhounds |                              |

|                |                                                                                      |  |
|----------------|--------------------------------------------------------------------------------------|--|
| RGRPSG304<br>A | Participate in greyhound inquiries and appeals                                       |  |
| RGRPSG401<br>A | Relate anatomical and physiological features to the care and treatment of greyhounds |  |
| RGRPSG402<br>A | Manage greyhound health and welfare                                                  |  |
| RGRPSG403<br>A | Plan and implement education and training of greyhounds for racing                   |  |
| RGRPSG404<br>A | Trial and race greyhounds                                                            |  |
| RGRPSG405<br>A | Operate a greyhound racing training business                                         |  |
| RGRPSG406<br>A | Promote and maintain business arrangements with greyhound owners                     |  |
| RGRPSG407<br>A | Select greyhounds for racing                                                         |  |

## Racing Operations Services Unit of Competency Groups

Racing Operations Services units are presented in five groups based on the common and specialist areas of occupation in racing operations services. More details regarding the application of these groups are provided in Volume IV.

The units of competency in the table below are listed in group order. There are no prerequisite units attached to these units.

Notes:

1. Group A – Racing Common units apply across Australian Qualifications Framework (AQF) levels as these have been deemed essential requirements for a range of racing industry job outcomes regardless of the qualification or skill set aligned AQF level.
2. Refer to Volume IV for the tables that list imported units included in these groups for qualification and skill set packaging.

| Unit Code                      | Unit Title                                            | Unit Code      | Unit Title                                  |
|--------------------------------|-------------------------------------------------------|----------------|---------------------------------------------|
| <b>GROUP A – Racing Common</b> |                                                       |                |                                             |
| RGRCMN00<br>1A                 | Comply with the rules of racing and related protocols | RGRCMN20<br>2A | Achieve requirements for industry induction |
| RGRCMN00                       | Investigate job opportunities                         | RGRCMN40       | Maintain and monitor OHS                    |

|                                        |                                                                                            |            |                                                                       |
|----------------------------------------|--------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------|
| 2A                                     | in racing and related industries                                                           | 1A         | procedures and environmental work practices                           |
| RGRCMN003A                             | Manage personal health and fitness                                                         | RGRCMN402A | Participate in media interviews for racing                            |
| RGRCMN201A                             | Follow OHS procedures and observe environmental work practices                             | RGRCMN403A | Participate in racing industry appeals                                |
| <b>GROUP B – Steward</b>               |                                                                                            |            |                                                                       |
| RGRSTD301A                             | Perform duties of cadet steward                                                            | RGRSTD404A | Prepare for racing industry appeals                                   |
| RGRSTD302A                             | Interpret wagering trends                                                                  | RGRSTD405A | Conduct steward supervision of sample collection procedures           |
| RGRSTD303A                             | Assess racing gear suitability and safety                                                  | RGRSTD406A | Assess greyhound or horse handling skills                             |
| RGRSTD401A                             | Perform duties of stipendiary steward at race meetings and trials                          | RGRSTD407A | Assess driving or riding skills of license or registration applicants |
| RGRSTD402A                             | Perform stewards' non-race day duties                                                      | RGRSTD408A | Analyse race performance                                              |
| RGRSTD403A                             | Apply principles of administrative law to investigation and resolution of racing incidents | RGRSTD501A | Manage steward services                                               |
| <b>GROUP C – Racing Administration</b> |                                                                                            |            |                                                                       |
| RGRADM301A                             | Assist with race meeting operations                                                        | RGRADM401A | Manage race meeting operations                                        |
| RGRADM302A                             | Supervise use of track and race club facilities                                            | RGRADM402A | Prepare for race meeting special events                               |
| <b>GROUP D – Track Maintenance</b>     |                                                                                            |            |                                                                       |
| RGRTRK301A                             | Assist with race meeting track management                                                  | RGRTRK401A | Prepare track and facilities for race meetings                        |
| RGRTRK302A                             | Maintain specialised non-turf track surfaces for racing                                    | RGRTRK402A | Relate animal welfare to track and environmental conditions           |

|                                    |                                                                                       |                |                                                                            |
|------------------------------------|---------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------|
| RGRTRK30<br>3A                     | Provide emergency animal assistance                                                   |                |                                                                            |
| <b>GROUP E – Racing Operations</b> |                                                                                       |                |                                                                            |
| RGRROP201<br>A                     | Perform duties of barrier attendant at thoroughbred race meetings and trials          | RGRROP31<br>5A | Perform duties of timekeeper at greyhound or horse race meetings           |
| RGRROP202<br>A                     | Perform duties of kennel attendant at race meetings                                   | RGRROP31<br>6A | Perform duties of track supervisor during trackwork operations             |
| RGRROP203<br>A                     | Perform duties of parade official at greyhound race meetings                          | RGRROP31<br>7A | Attend racing events and comply with protocols and safety procedures       |
| RGRROP204<br>A                     | Assist with harness race starts                                                       | RGRROP40<br>1A | Perform duties of race programmer                                          |
| RGRROP301<br>A                     | Perform ear branding and marking up of greyhounds                                     | RGRROP40<br>2A | Perform duties of medical practitioner at race meetings and trials         |
| RGRROP302<br>A                     | Brand standardbred horses                                                             | RGRROP40<br>3A | Perform duties of farrier at race meetings                                 |
| RGRROP303<br>A                     | Perform duties of clerk of course at harness or thoroughbred race meetings and trials | RGRROP40<br>4A | Perform duties of veterinarian at race meetings or trials                  |
| RGRROP304<br>A                     | Perform duties of clerk of scales at greyhound race meetings                          | RGRROP40<br>5A | Conduct veterinarian supervision of sample collection procedures           |
| RGRROP305<br>A                     | Perform duties of clerk of scales for horses at thoroughbred race meetings            | RGRROP40<br>6A | Perform duties of harness race starter                                     |
| RGRROP306<br>A                     | Perform duties of clerk of scales for jockeys at thoroughbred race meetings           | RGRROP40<br>7A | Perform duties of thoroughbred race starter                                |
| RGRROP307<br>A                     | Perform duties of lure driver at race meetings and trials                             | RGRROP40<br>8A | Perform duties of betting supervisor or steward at greyhound or horse race |

|            |                                                                             |            |                                                      |
|------------|-----------------------------------------------------------------------------|------------|------------------------------------------------------|
|            |                                                                             |            | meetings                                             |
| RGRROP308A | Drive mobile start vehicle                                                  | RGRROP409A | Perform duties of greyhound grader                   |
| RGRROP309A | Perform duties of catching pen supervisor                                   | RGRROP410A | Perform duties of racehorse handicapper              |
| RGRROP310A | Supervise race meeting kennels                                              | RGRROP411A | Perform duties of greyhound or horse race judge      |
| RGRROP311A | Perform duties of greyhound race starter                                    | RGRSWA301A | Collect non-blood samples from greyhounds or horses  |
| RGRROP312A | Perform duties of licensing or registration clerk                           | RGRSWA302A | Collect non-blood samples from racing personnel      |
| RGRROP313A | Process race nominations and acceptances                                    | RGRSWA303A | Collect blood samples for racing animal drug testing |
| RGRROP314A | Perform duties of photo finish operator at greyhound or horse race meetings | RGRSWA401A | Collect blood samples from racing personnel          |

## Imported Units of Competency

| Unit Code                                                                                    | Unit Title                                                      |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>ACM10 Animal Care and Management Training Package</b>                                     |                                                                 |
| ACMCAN311A                                                                                   | Care for young animals                                          |
| ACMGAS301A                                                                                   | Monitor and maintain health of companion animals                |
| <b>AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package</b> |                                                                 |
| AHCAGB402A                                                                                   | Analyse and interpret production data                           |
| AHCBIO202A                                                                                   | Follow site quarantine procedures                               |
| AHCBIO301A                                                                                   | Work effectively in an emergency disease or plant pest response |
| AHCBUS503A                                                                                   | Negotiate and monitor contracts                                 |
| AHCBUS601A                                                                                   | Manage capital works                                            |

| Unit Code      | Unit Title                                                      |
|----------------|-----------------------------------------------------------------|
| AHCCHM201<br>A | Apply chemicals under supervision                               |
| AHCCHM303<br>A | Prepare and apply chemicals                                     |
| AHCCHM304<br>A | Transport, handle and store chemicals                           |
| AHCCHM401<br>A | Minimise risks in the use of chemicals                          |
| AHCCHM402<br>A | Plan and implement a chemical use program                       |
| AHCCOL201A     | Determine basic properties of soil and/or growing media         |
| AHCHBR307A     | Assess suitability of horses for stock work                     |
| AHCINF203A     | Maintain properties and structures                              |
| AHCIRG202A     | Assist with the operation of pressurised irrigation             |
| AHCIRG302A     | Install irrigation systems                                      |
| AHCIRG305A     | Operate pressurised irrigation systems                          |
| AHCIRG306A     | Troubleshoot irrigation systems                                 |
| AHCIRG407A     | Supervise on site irrigation installation and construction work |
| AHCLSC401A     | Supervise landscape project works                               |
| AHCMOM204<br>A | Undertake operational maintenance of machinery                  |
| AHCMOM205<br>A | Operate vehicles                                                |
| AHCMOM301<br>A | Coordinate machinery and equipment maintenance and repair       |
| AHCMOM304<br>A | Operate machinery and equipment                                 |
| AHCMOM305<br>A | Operate specialised machinery and equipment                     |



| Unit Code                                       | Unit Title                                             |
|-------------------------------------------------|--------------------------------------------------------|
| AHCPGD201A                                      | Plant trees and shrubs                                 |
| AHCPGD301A                                      | Implement a plant establishment program                |
| AHCPGD304A                                      | Implement a landscape maintenance program              |
| AHCPMG201A                                      | Treat weeds                                            |
| AHCPMG202A                                      | Treat plant pests, diseases and disorders              |
| AHCPMG301A                                      | Control weeds                                          |
| AHCPMG302A                                      | Control plant pests, diseases and disorders            |
| AHCSOL401A                                      | Sample soils and analyse results                       |
| AHCSOL501A                                      | Monitor and manage soils                               |
| AHCTRF304A                                      | Monitor turf health                                    |
| AHCTRF305A                                      | Renovate sports turf                                   |
| AHCTRF401A                                      | Develop a sports turf maintenance program              |
| AHCTRF501A                                      | Plan the establishment of sports turf playing surfaces |
| AHCWRK201A                                      | Observe and report on weather                          |
| AHCWRK302A                                      | Monitor weather conditions                             |
| AHCWRK305A                                      | Coordinate work site activities                        |
| AHCWRK401A                                      | Implement and monitor quality assurance procedures     |
| AHCWRK403A                                      | Supervise work routines and staff performance          |
| AHCWRK501A                                      | Plan, implement and review a quality assurance program |
| <b>BSB07 Business Services Training Package</b> |                                                        |
| BSBADM409A                                      | Coordinate business resources                          |

| Unit Code  | Unit Title                                               |
|------------|----------------------------------------------------------|
| BSBADM502B | Manage meetings                                          |
| BSBCUS201B | Deliver a service to customers                           |
| BSBCUS301B | Deliver and monitor a service to customers               |
| BSBCUS401B | Coordinate implementation of customer service strategies |
| BSBCUS402B | Address customer needs                                   |
| BSBCUS501C | Manage quality customer service                          |
| BSBDIV301A | Work effectively with diversity                          |
| BSBFIA301A | Maintain financial records                               |
| BSBFIA402A | Report on financial activity                             |
| BSBFIM501A | Manage budgets and financial plans                       |
| BSBHRM505A | Manage remuneration and employee benefits                |
| BSBHRM506A | Manage recruitment selection and induction processes     |
| BSBINM201A | Process and maintain workplace information               |
| BSBINM301A | Organise workplace information                           |
| BSBINM501A | Manage an information or knowledge management system     |
| BSBINN301A | Promote innovation in a team environment                 |
| BSBITS401B | Maintain business technology                             |
| BSBITU203A | Communicate electronically                               |
| BSBITU301A | Create and use databases                                 |
| BSBITU306A | Design and produce business documents                    |
| BSBLED401A | Develop teams and individuals                            |
| BSBLED501A | Develop a workplace learning environment                 |
| BSBMGT402A | Implement operational plan                               |
| BSBMGT502B | Manage people performance                                |

| Unit Code  | Unit Title                                                                     |
|------------|--------------------------------------------------------------------------------|
| BSBMGT505A | Manage operational plan                                                        |
| BSBMKG414A | Undertake marketing activities                                                 |
| BSBMKG514A | Implement and monitor marketing activities                                     |
| BSBWHS501A | Ensure a safe workplace                                                        |
| BSBPMG522A | Undertake project work                                                         |
| BSBREL401A | Establish networks                                                             |
| BSBRES401A | Analyse and present research information                                       |
| BSBRSK401A | Identify risk and apply risk management processes                              |
| BSBRSK501B | Manage risk                                                                    |
| BSBSMB303A | Organise finances for the micro business                                       |
| BSBSMB305A | Comply with regulatory, taxation and insurance requirements for micro business |
| BSBSMB403A | Market the small business                                                      |
| BSBSMB406A | Manage small business finances                                                 |
| BSBSMB407A | Manage a small team                                                            |
| BSBSUS501A | Develop workplace policies and procedures for sustainability                   |
| BSBWOR202A | Organise and complete daily work activities                                    |
| BSBWOR203B | Work effectively with others                                                   |
| BSBWOR204A | Use business technology                                                        |
| BSBWOR301B | Organise personal work priorities and development                              |
| BSBWOR401A | Establish effective workplace relationships                                    |
| BSBWOR402A | Promote team effectiveness                                                     |
| BSBWOR501B | Manage personal work priorities and professional development                   |
| BSBWOR502B | Ensure team effectiveness                                                      |

| Unit Code                                                    | Unit Title                                               |
|--------------------------------------------------------------|----------------------------------------------------------|
| BSBWRT301A                                                   | Write simple documents                                   |
| BSBWRT401A                                                   | Write complex documents                                  |
| <b>CHC08 Community Services Training Package</b>             |                                                          |
| CHCPOL402C                                                   | Contribute to policy development                         |
| <b>CPP07 Property Services Training Package</b>              |                                                          |
| CPPSEC3032A                                                  | Gather information by factual investigation              |
| CPPSEC3004A                                                  | Lead small teams in the security industry                |
| <b>CUV11 Visual Arts, Crafts and Design Training Package</b> |                                                          |
| CUVPUB501A                                                   | Develop and manage public relations strategies           |
| <b>HLT07 Health Training Package</b>                         |                                                          |
| HLTFA301B                                                    | Apply first aid                                          |
| HLTFA403C                                                    | Manage first aid in the workplace                        |
| HLTGM202B                                                    | Use hand and power tools                                 |
| HLTGM305B                                                    | Maintain pool environments                               |
| <b>LGA04 Local Government Training Package</b>               |                                                          |
| LGAEHRW503<br>B                                              | Implement programs for disposal and containment of waste |
| <b>PSP04 Public Sector Training Package</b>                  |                                                          |
| PSPREG401C                                                   | Exercise regulatory powers                               |
| PSPREG404C                                                   | Investigate non-compliance                               |
| PSPREG410B                                                   | Give evidence                                            |
| PSPREG601B                                                   | Manage regulatory compliance                             |
| <b>PUA12 Public Safety Training Package</b>                  |                                                          |
| PUACOM001C                                                   | Communicate in the workplace                             |

| Unit Code                                                     | Unit Title                                                            |
|---------------------------------------------------------------|-----------------------------------------------------------------------|
| PUACOM012B                                                    | Liaise with the media at a local level                                |
| <b>RTF03 Amenity Horticulture Training Package</b>            |                                                                       |
| RTF4007A                                                      | Prepare a garden design                                               |
| <b>RUV04 Animal Care and Management Training Package</b>      |                                                                       |
| RUV3507A                                                      | Carry out companion animal breeding procedures                        |
| <b>SIS10 Sport, Fitness and Recreation Training Package</b>   |                                                                       |
| SISXEMR201A                                                   | Respond to emergency situations                                       |
| SISXEMR402A                                                   | Coordinate emergency response                                         |
| SISXIND405A                                                   | Conduct projects                                                      |
| <b>SRS03 Sport Industry Training Package</b>                  |                                                                       |
| SRSOGP014A                                                    | Develop activity rules and regulations                                |
| SRSCOP001B                                                    | Prepare for public speaking                                           |
| SRXEVT003B                                                    | Coordinate events                                                     |
| SRXEVT007B                                                    | Manage spectators at an event or program                              |
| SRXGOV004B                                                    | Work effectively with the board of an organisation                    |
| SRXGRO002A                                                    | Deal with conflict                                                    |
| SRXHRM001B                                                    | Manage volunteers                                                     |
| <b>TAA04 Training and Assessment Training Package</b>         |                                                                       |
| TAAASS401A                                                    | Plan and organise assessment                                          |
| TAAASS402A                                                    | Assess competence                                                     |
| TAADEL301A                                                    | Provide training through instruction and demonstration of work skills |
| <b>SIT12 Tourism, Travel and Hospitality Training Package</b> |                                                                       |
| SITHFAB201                                                    | Provide responsible service of alcohol                                |
| SITXMPR501                                                    | Obtain and manage sponsorship                                         |

| Unit Code                                             | Unit Title                                             |
|-------------------------------------------------------|--------------------------------------------------------|
| <b>THT02 Tourism Training Package</b>                 |                                                        |
| THTFME06A                                             | Manage event contractors                               |
| THTFME07A                                             | Organise and monitor infrastructure for outdoor events |
| THTFME09A                                             | Develop and update knowledge of protocol events        |
| THTGTM01B                                             | Carry out general maintenance                          |
| THTGTM02B                                             | Carry out grounds maintenance                          |
| <b>TLI07 Transport and Logistics Training Package</b> |                                                        |
| TLIC107C                                              | Drive vehicles                                         |
| <b>TLI10 Transport and Logistics Training Package</b> |                                                        |
| TLIR4002A                                             | Source goods/services and evaluate contractors         |

## Mapping to Previous Training Package

### Qualification Mapping RGR08v1.1 to RGR08v2

| RGR08v2 qualification code and title          | Related qualification in RGR08v1.1             | Relationship to previous versions                                                                                                               |
|-----------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| RGR20213 Certificate II in Racing (Greyhound) | RGR20208 Certificate II in Racing (Kennelhand) | Outcomes deemed equivalent to RGR20208. Name changed and terminology in qualification description updated to better reflect industry standards. |

### Qualification Mapping RGR02 to RGR08

| RGR08 qualification code and title | Related qualification in RGR02 | Relationship to previous versions |
|------------------------------------|--------------------------------|-----------------------------------|
| RACING PERFORMANCE SERVICES        |                                |                                   |

|                                                          |                                                                                                |                                                                                                                                    |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| RGR10108 Certificate I in Racing (Stablehand)            | RGR10102 Certificate I in Racing (Stablehand)                                                  | Outcomes deemed equivalent to RGR10102.                                                                                            |
|                                                          | RGR10202 Certificate I in Racing (Greyhound Attendant)                                         | Deleted due to industry misconception of vocational outcomes and incorrect AQF alignment. Skill Set developed aligned to RGR20208. |
| RGR20108 Certificate II in Racing (Stablehand)           | RGR20102 Certificate II in Racing (Stablehand)                                                 | Outcomes deemed equivalent to RGR20102.                                                                                            |
| RGR20208 Certificate II in Racing (Kennelhand)           |                                                                                                | New qualification. No equivalent in RGR02.                                                                                         |
|                                                          | RGR20202 Certificate II in Racing (Greyhound Owner Trainer)                                    | Deleted due to incorrect AQF alignment. Skill Set developed aligned to industry licensing and RGR40408.                            |
| RGR30108 Certificate III in Racing (Trackrider)          | RGR30102 Certificate III in Racing (Trackrider)                                                | Outcomes deemed equivalent to RGR30102. Two Skill Sets developed aligned to industry licensing requirements.                       |
| RGR30208 Certificate III in Racing (Advanced Stablehand) | RGR30202 Certificate III in Racing (Advanced Stablehand)                                       | Outcomes deemed equivalent to RGR30202.                                                                                            |
|                                                          | RGR30302 Certificate III in Racing (Harness Owner Trainer)                                     | Deleted due to incorrect AQF alignment. Skill Set developed aligned to industry licensing and RGR40108.                            |
|                                                          | RGR30402 Certificate III in Racing (Harness Driver)                                            | Deleted due to industry consensus. Skill Set developed aligned to industry licensing and RGR40308.                                 |
| RGR40108 Certificate IV in Racing (Racehorse Trainer)    | RGR40102 Certificate IV in Racing (Thoroughbred Owner Training) and RGR40402 Certificate IV in | Outcomes deemed equivalent to RGR40102 or RGR40402.                                                                                |

|                                                                     |                                                             |                                                         |
|---------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------|
|                                                                     | Racing (Harness Trainer)                                    |                                                         |
| RGR40208 Certificate IV in Racing (Jockey)                          | RGR40202 Certificate IV in Racing (Jockey)                  | Outcomes deemed equivalent to RGR40202.                 |
| RGR40308 Certificate IV in Racing (Harness Race Driver)             | RGR40302 Certificate IV in Racing (Advanced Harness Driver) | Outcomes deemed equivalent to RGR40302.                 |
| RGR40408 Certificate IV in Racing (Greyhound Trainer)               | RGR30502 Certificate III in Racing (Greyhound Trainer)      | New qualification with partial equivalence to RGR30502. |
| RGR50108 Diploma of Racing (Racehorse Trainer)                      | RGR50102 Diploma of Racing (Thoroughbred Trainer)           | Outcomes deemed equivalent to RGR50102.                 |
| <b>Racing Operations Services</b>                                   |                                                             |                                                         |
| RGR20308 Certificate II in Racing Services (Racing Administration)  |                                                             | New qualification. No equivalent in RGR02.              |
| RGR20408 Certificate II in Racing Services (Track Maintenance)      |                                                             | New qualification. No equivalent in RGR02.              |
| RGR30308 Certificate III in Racing Services (Racing Administration) |                                                             | New qualification. No equivalent in RGR02.              |
| RGR30408 Certificate III in Racing Services (Cadet Steward)         |                                                             | New qualification. No equivalent in RGR02.              |
| RGR30508 Certificate III in Racing Services (Track Maintenance)     |                                                             | New qualification. No equivalent in RGR02.              |
| RGR40508 Certificate IV in Racing Services (Racing Administration)  |                                                             | New qualification. No equivalent in RGR02.              |
| RGR40608 Certificate IV in Racing Services (Steward)                |                                                             | New qualification. No equivalent in RGR02.              |
| RGR40708 Certificate IV in Racing Services                          |                                                             | New qualification. No equivalent in RGR02.              |



|                                                             |  |                                            |
|-------------------------------------------------------------|--|--------------------------------------------|
| (Track Maintenance)                                         |  |                                            |
| RGR50208 Diploma of Racing Services (Racing Administration) |  | New qualification. No equivalent in RGR02. |
| RGR50308 Diploma of Racing Services (Steward)               |  | New qualification. No equivalent in RGR02. |
| RGR50408 Diploma of Racing Services (Track Management)      |  | New qualification. No equivalent in RGR02. |

This table shows the relationship between units of competency in RGR08 Racing Training Package and units of competency in RGR02 Racing Training Package.

Units of competency that were in RGR02 Training Package which have now been deleted are shown in the next section.

### Racing Performance Services - Harness and Thoroughbred Racing Codes

Refer to Volume II for unit of competency details.

| <b>RGR08 unit code and title</b>                           | <b>Related units in RGR02</b>                                    | <b>Relationship to RGR02 units</b>                                                                                    |
|------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| RGRPSH101A Catch and handle quiet horses under supervision | RGRH102A Catch, groom and handle horses safely under supervision | Unit revised with grooming element moved to RGRPSH102A Perform basic stable duties. Partially equivalent to RGRH102A. |
| RGRPSH102A Perform basic stable duties                     | RGRH104A Perform basic stable duties                             | Unit revised with grooming element added. Partially equivalent to RGRH104A.                                           |
| RGRPSH201A Handle horses                                   | RGRH207A Handle horses safely                                    | Unit revised with transport element removed and new unit developed RGRPSH202A Assist with transportation of horses.   |
| RGRPSH202A Assist with transportation of horses            |                                                                  | New unit replaces part of RGRH207A.                                                                                   |
| RGRPSH203A Perform basic driving tasks                     | RGRH205A Perform basic riding or driving tasks                   | New unit replaces part of RGRH205A.                                                                                   |
| RGRPSH204A Prepare to                                      | RGRH205A Perform                                                 | New unit replaces part of                                                                                             |

|                                                               |                                                                                                              |                                                                 |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| drive jog work                                                | basic riding or driving tasks                                                                                | RGRH205A.                                                       |
| RGRPSH205A Perform basic riding tasks                         | RGRH205A Perform basic riding or driving tasks                                                               | New unit replaces part of RGRH205A.                             |
| RGRPSH206A Develop riding skills for flatwork                 | RGRH205A Perform basic riding or driving tasks                                                               | New unit replaces part of RGRH205A.                             |
| RGRPSH207A Perform stable duties                              | RGRH209A Care for horses                                                                                     | New unit replaces part of RGRH209A.                             |
| RGRPSH208A Attend horses at trackwork                         | RGRH209A Care for horses                                                                                     | New unit replaces part of RGRH209A.                             |
| RGRPSH209A Attend horses at race meetings and trials          | RGRH209A Care for horses                                                                                     | New unit replaces part of RGRH209A.                             |
| RGRPSH301A Implement stable operations                        |                                                                                                              | New unit with no equivalent in RGR02.                           |
| RGRPSH302A Supervise handling of horses                       | RGRH310A Oversee safe handling of horses                                                                     | Unit updated and equivalent to RGRH310A.                        |
| RGRPSH303A Supervise transportation of horses                 |                                                                                                              | New unit with no equivalent in RGR02.                           |
| RGRPSH304A Identify factors that affect racehorse performance |                                                                                                              | New unit with no equivalent in RGR02.                           |
| RGRPSH305A Develop driving skills for trackwork               | RGRH313A Ride or drive horses at trackwork                                                                   | New unit replaces part of RGRH313A.                             |
| RGRPSH306A Develop basic trackwork riding skills              | RGRH313A Ride or drive horses at trackwork                                                                   | New unit replaces part of RGRH313A.                             |
| RGRPSH307A Exercise horses in pacework                        | RGRH313A Ride or drive horses at trackwork                                                                   | New unit replaces part of RGRH313A.                             |
| RGRPSH308A Provide first aid and emergency care for horses    | RGRH317A Maintain horses in a healthy state and safe environment<br>RGRH319A Assess health and first aid for | New unit incorporating part of RGRH317A and replacing RGRH319A. |

|                                                                                             |                                                                     |                                                                                                 |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|                                                                                             | standardbreds or thoroughbreds                                      |                                                                                                 |
| RGRPSH309A Implement feeding programs for racehorses under direction                        |                                                                     | New unit with no equivalent in RGR02.                                                           |
| RGRPSH310A Prepare for self-management in racing                                            | RGRH415A Manage personal and business affairs                       | New unit equivalent to RGRH415A.                                                                |
| RGRPSH311A Participate in racing as an owner                                                |                                                                     | New unit with no equivalent in RGR02.                                                           |
| RGRPSH401A Relate anatomical and physiological features to the care and treatment of horses | RGRH311A Apply principles of basic anatomy and physiology to horses | Revised unit with additional elements and aligned to AQF4 with partial equivalence to RGRH311A. |
| RGRPSH402A Drive horses in pacework and fast work                                           | RGRH313A Ride or drive horses at trackwork                          | New unit replaces part of RGRH313A.                                                             |
| RGRPSH403A Educate harness horses for racing                                                |                                                                     | New unit with no equivalent in RGR02.                                                           |
| RGRPSH404A Ride horses at trackwork                                                         | RGRH313A Ride or drive horses at trackwork                          | New unit replaces part of RGRH313A.                                                             |
| RGRPSH405A Ride horses in jump outs                                                         |                                                                     | New unit with no equivalent in RGR02.                                                           |
| RGRPSH406A Develop riding skills for jumping racing                                         |                                                                     | New unit with no equivalent in RGR02.                                                           |
| RGRPSH407A Educate thoroughbred horses for racing                                           |                                                                     | New unit with no equivalent in RGR02.                                                           |
| RGRPSH408A Manage horse health and welfare                                                  | RGRH317A Maintain horses in a healthy state and safe environment    | Revised unit aligned to higher-level responsibility with partial equivalence to RGRH317A.       |
| RGRPSH409A Determine nutritional requirements for racing horses                             | RGRH318A Determine nutritional requirements for standardbreds and   | Revised unit aligned to higher-level responsibility with partial equivalence to                 |

|                                                                    |                                                                                                      |                                                             |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                                                                    | thoroughbreds                                                                                        | RGRH318A.                                                   |
| RGRPSH410A Prepare for race driving                                | RGRH414A Ride or drive horses in industry regulated competition                                      | New unit replaces part of RGRH414A.                         |
| RGRPSH411A Prepare to drive horses in trials                       | RGRH414A Ride or drive horses in industry regulated competition                                      | New unit replaces part of RGRH414A.                         |
| RGRPSH412A Prepare to drive horses in races                        | RGRH414A Ride or drive horses in industry regulated competition                                      | New unit replaces part of RGRH414A.                         |
| RGRPSH413A Prepare for race riding                                 | RGRH414A Ride or drive horses in industry regulated competition                                      | New unit replaces part of RGRH414A.                         |
| RGRPSH414A Ride horses in trials                                   | RGRH414A Ride or drive horses in industry regulated competition                                      | New unit replaces part of RGRH414A.                         |
| RGRPSH415A Ride horses in races                                    | RGRH414A Ride or drive horses in industry regulated competition                                      | New unit replaces part of RGRH414A.                         |
| RGRPSH416A Perform trial and race jumping riding skills            |                                                                                                      | New unit with no equivalent in RGR02.                       |
| RGRPSH417A Participate in protests, inquiries and appeals          | RGRH424A Manage and perform administrative activities associated with racing horses                  | New unit replaces part of RGRH424A.                         |
| RGRPSH418A Set goals to improve racing performance                 |                                                                                                      | New unit with no equivalent in RGR02.                       |
| RGRPSH419A Manage principles of sports science for jockeys         | RGRH416A Apply principles of sports science to jockeys                                               | Revised unit with partial equivalence to RGRH416A.          |
| RGRPSH420A Participate in implementing racehorse exercise programs | RGRH420A Plan training and racing programs for standardbreds or thoroughbreds<br>RGRH421A Manage the | New unit with partial equivalence to RGRH420A and RGRH421A. |

|                                                                             |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                   |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | education of standardbreds or thoroughbreds                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                   |
| RGRPSH421A Operate horse racing training business                           | <p>RGRH424A Manage and perform administrative activities associated with racing horses</p> <p>RGRH426A Manage finances for a horse training establishment</p> <p>RGRH530A Manage business planning processes for training establishment</p> <p>RGRH531A Manage and organise for effectiveness and efficiency in a training establishment</p> | New unit developed to reduce overlap between units and assist with linking industry training to licensing, with partial equivalence to RGRH424A, RGRH426A, RGRH530A and RGRH531A. |
| RGRPSH422A Promote and maintain business arrangements with racehorse owners | RGRH528A Manage and promote a training and racing business                                                                                                                                                                                                                                                                                   | New unit with partial equivalence to RGRH528A.                                                                                                                                    |
| RGRPSH423A Train horses for jumping racing                                  |                                                                                                                                                                                                                                                                                                                                              | New unit with no equivalent in RGR02.                                                                                                                                             |
| RGRPSH501A Plan and adapt training and conditioning programs for racehorses | RGRH420A Plan training and racing programs for standardbreds or thoroughbreds                                                                                                                                                                                                                                                                | New unit with partial equivalence to RGRH420A.                                                                                                                                    |
| RGRPSH502A Plan and implement education of horses for racing                | RGRH421A Manage the education of standardbreds or thoroughbreds                                                                                                                                                                                                                                                                              | New unit with partial equivalence to RGRH421A.                                                                                                                                    |
| RGRPSH503A Train and race horses                                            | <p>RGRH422A Train and race standardbreds or thoroughbreds</p> <p>RGRH423A Evaluate training and racing programs of standardbreds or thoroughbreds</p>                                                                                                                                                                                        | New unit with partial equivalence to RGRH422A and RGRH423A.                                                                                                                       |

|                                                                                      |                                                                                                                                                                                      |                                                             |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| RGRPSH504A Develop systems and records for horse racing business training operations | RGRH424A Manage and perform administrative activities associated with racing horses<br><br>RGRH531A Manage and organise for effectiveness and efficiency in a training establishment | New unit with partial equivalence to RGRH424A and RGRH531A. |
| RGRPSH505A Select horses for racing                                                  |                                                                                                                                                                                      | New unit with no equivalent in RGR02.                       |

### Racing Performance Services - Greyhound Racing Code

Refer to Volume III for unit of competency details.

| RGR08 unit code and title                                     | Related units in RGR02                                                                               | Relationship to RGR02 units                                                                            |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| RGRPSG201A Handle greyhounds                                  | RGRG206A Handle greyhounds safely                                                                    | Unit revised with transport element removed and new unit developed<br>RGRPSG202A Transport greyhounds. |
| RGRPSG202A Transport greyhounds                               |                                                                                                      | New unit replaces part of RGRG206A.                                                                    |
| RGRPSG203A Perform kennel duties                              | RGRG208A Care for greyhounds                                                                         | New unit replaces part of RGRG208A.                                                                    |
| RGRPSG204A Attend greyhounds during exercise routines         | RGRG208A Care for greyhounds                                                                         | New unit replaces part of RGRG208A.                                                                    |
| RGRPSG205A Attend greyhounds at race meetings                 | RGRG208A Care for greyhounds                                                                         | New unit replaces part of RGRG208A.                                                                    |
| RGRPSG206A Perform duties of greyhound catcher                |                                                                                                      | New unit with no equivalent in RGR02.                                                                  |
| RGRPSG301A Supervise handling of greyhounds                   |                                                                                                      | New unit with no equivalent in RGR02.                                                                  |
| RGRPSG302A Assess health and provide first aid for greyhounds | RGRG312A Assess health and first aid for greyhounds<br><br>RGRG309A Maintain greyhounds in a healthy | New unit replacing RGRG312A and incorporating part of RGRG309A.                                        |

|                                                                                                 |                                                                                                                                                            |                                                                                                    |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|                                                                                                 | state and safe environment                                                                                                                                 |                                                                                                    |
| RGRPSG303A Determine nutritional requirements for racing greyhounds                             | RGRG311A Determine nutritional requirements for greyhounds                                                                                                 | Revised unit equivalent to RGRG311A.                                                               |
| RGRPSG304A Participate in greyhound inquiries and appeals                                       | RGRG317A Manage and perform administrative activities associated with racing greyhounds                                                                    | New unit replaces part of RGRG317A.                                                                |
| RGRPSG401A Relate anatomical and physiological features to the care and treatment of greyhounds | RGRG310A Apply principles of basic anatomy and physiology to greyhounds                                                                                    | Revised unit with additional elements and aligned to AQF4 with partial equivalence to RGRG310A.    |
| RGRPSG402A Manage greyhound health and welfare                                                  | RGRG309A Maintain greyhounds in a healthy state and safe environment                                                                                       | Revised unit aligned to higher-level responsibility with partial equivalence to RGRG309A.          |
| RGRPSG403A Plan and implement education and training of greyhounds for racing                   | RGRG313A Plan training and racing programs for greyhounds<br>RGRG314A Manage the education of greyhounds                                                   | New unit aligned to higher-level responsibility with partial equivalence to RGRG313A and RGRG314A. |
| RGRPSG404A Trial and race greyhounds                                                            | RGRG315A Train and race greyhounds<br>RGRG316A Evaluate training and racing programs for greyhounds                                                        | New unit aligned to higher-level responsibility with partial equivalence to RGRG315A and RGRG316A. |
| RGRPSG405A Operate a greyhound racing training business                                         | RGRG317A Manage and perform administrative activities associated with racing greyhounds<br>RGRG319A Manage finances for a greyhound training establishment | New unit aligned to higher-level responsibility with partial equivalence to RGRG317A and RGRG319A. |
| RGRPSG406A Promote and maintain business arrangements with greyhound owners                     |                                                                                                                                                            | New unit with no equivalent in RGR02.                                                              |

RGRPSG407A Select  
greyhounds for racing

New unit with no equivalent  
in RGR02.

### Summary mapping of RGR02 units of competency deleted from RGR08

The table below shows RGR02 Racing Training Package units of competency that have not been carried over into RGR08.

#### Racing Performance Services - Harness and Thoroughbred Racing Codes

| Deleted RGR02 unit code and title                                                         | Reason for deletion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RGRH101A Introduction to OHS procedures                                                   | Deleted and merged into new unit RGRCMN201A Follow OHS procedures and observe environmental work practices. First aid element deleted and replaced with imported unit from HLT07 Health Training Package.                                                                                                                                                                                                                                                                                                 |
| RGRH103A Prepare for work in the horse codes of the racing industry                       | Deleted and merged into new unit RGRCMN002A Investigate job opportunities in racing and related industries.                                                                                                                                                                                                                                                                                                                                                                                               |
| RGRH205A Perform basic riding or driving tasks                                            | Deleted and replaced with new units created to separate driving and riding tasks: RGRPSH203A Perform basic driving tasks and RGRPSH205A Perform basic riding tasks.                                                                                                                                                                                                                                                                                                                                       |
| RGRH206A Apply OHS procedures in horse codes                                              | Deleted and replaced with new racing common unit RGRCMN201A Follow OHS procedures and observe environmental work practices. First aid element removed and replaced with imported unit from HLT07 Health Training Package.                                                                                                                                                                                                                                                                                 |
| RGRH207A Handle horses safely                                                             | Deleted and replaced with a revised unit RGRPSH201A Handle horses. Transport element deleted and replaced with new unit RGRPSH202A Assist with transportation of horses.                                                                                                                                                                                                                                                                                                                                  |
| RGRH208A Work effectively in the thoroughbred or standardbred code of the racing industry | Deleted and separate units substituted to provide more flexibility with packaging across racing performance services and operations services qualifications. These are RGRCMN202A Achieve requirements for industry induction, RGRCMN001A Comply with the rules of racing and related protocols, RGRCMN002A Investigate job opportunities in racing and related industries, RGRCMN003A Manage personal health and fitness, and an imported communications unit from PUA00 Public Safety Training Package. |
| RGRH209A Care for                                                                         | Deleted and separate units developed to provide more                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| horses                                                                         | flexibility with packaging for qualifications and skill sets.<br>These are RGRPSH207A Perform stable duties,<br>RGRPSH208A Attend horses at trackwork and<br>RGRPSH209A Attend horses at race meetings and trials.                                                                                                                                                                                      |
| RGRH312A Lead and coordinate personnel effectively in the racing industry      | Deleted and replaced with imported unit from PRS03 Asset Security Training Package.                                                                                                                                                                                                                                                                                                                     |
| RGRH313A Ride or drive horses at trackwork                                     | Deleted and replaced with new units created to separate driving and riding tasks and more closely align to specific skill development requirements. These are RGRPSH305A Develop driving skills for trackwork, RGRPSH402A Drive horses in pacework and fast work, RGRPSH306A Develop basic trackwork riding skills, RGRPSH307A Exercise horses in pacework and RGRPSH404A Ride horses at trackwork.     |
| RGRH317A Maintain horses in a healthy state and safe environment               | Deleted and replaced with RGRPSH408A Manage horse health and welfare.                                                                                                                                                                                                                                                                                                                                   |
| RGRH318A Determine nutritional requirements for standardbreds or thoroughbreds | Deleted and replaced with RGRPSH409A Determine nutritional requirements for racing horses.                                                                                                                                                                                                                                                                                                              |
| RGRH319A Assess health and first aid for standardbreds or thoroughbreds        | Deleted and content incorporated into RGRPSH308A Provide first aid and emergency care for horses.                                                                                                                                                                                                                                                                                                       |
| RGRH414A Ride or drive horses in industry regulated competition                | Deleted and replaced with new units created to separate driving and riding tasks and more closely align to specific skill development requirements. These are RGRPSH410A Prepare for race driving, RGRPSH411A Prepare to drive horses in trials, RGRPSH412A Prepare to drive horses in races, RGRPSH413A Prepare for race riding, RGRPSH414A Ride horses in trials and RGRPSH415A Ride horses in races. |
| RGRH415A Manage personal and business affairs                                  | Deleted and replaced with new unit RGRPSH310A Prepare for self-management in racing.                                                                                                                                                                                                                                                                                                                    |
| RGRH422A Train and race standardbreds or thoroughbreds                         | Deleted and merged into RGRPSH503A Trial and race horses.                                                                                                                                                                                                                                                                                                                                               |

|                                                                                           |                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RGRH423A Evaluate training and racing programs of standardbreds or thoroughbreds          | Deleted and merged into RGRPSH503A Trial and race horses.                                                                                                                                |
| RGRH424A Manage and perform administrative activities associated with racing horses       | Deleted and content incorporated into RGRPSH421A Operate horse racing training business and RGRPSH504A Develop systems and records for horse racing business training operations.        |
| RGRH425A Manage maintenance and security of a training establishment                      | Deleted and content incorporated into RGRCMN401A Maintain and monitor OHS procedures and environmental work practices and RGRPSH421A Operate horse racing training business.             |
| RGRH426A Manage finances for a horse training establishment                               | Deleted and replaced with finance unit imported from BSB07 Business Services Training Package.                                                                                           |
| RGRH427A Manage staff and/or self for horse trainers                                      | Deleted and replaced by staff management unit from BSB07 Business Services Training Package.                                                                                             |
| RGRH528A Manage and promote a training and racing business                                | Deleted and replaced by new unit RGRPSH422A Promote and maintain business arrangements with racehorse owners, and marketing unit imported from BSB07 Business Services Training Package. |
| RGRH529A Manage security of staff and property for racing stables                         | Deleted and content incorporated into RGRCMN401A Maintain and monitor OHS procedures and environmental work practices and RGRPSH421A Operate horse racing training business.             |
| RGRH530A Manage business planning processes for training establishment                    | Deleted and content incorporated into RGRPSH421A Operate horse racing training business and RGRPSH504A Develop systems and records for horse racing business training operations.        |
| RGRH531A Manage and organise for effectiveness and efficiency in a training establishment | Deleted and content incorporated into RGRPSH504A Develop systems and records for horse racing business training operations.                                                              |

### **Racing Performance Services - Greyhound Racing Code**

|                                   |                                             |
|-----------------------------------|---------------------------------------------|
| Deleted RGR02 unit code and title | Reason for deletion                         |
| RGRG101A Introduction             | Deleted and merged into new unit RGRCMN201A |

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to OHS procedures                                                      | Follow OHS procedures and observe environmental work practices. First aid element deleted and replaced with imported unit from HLT07 Health Training Package.                                                                                                                                                                                                                                                                                                                                             |
| RGRG102A Handle and control greyhounds safely                          | Deleted and merged into new unit RGRPSG201A Handle greyhounds.                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| RGRG103A Prepare for work in the greyhound code of the racing industry | Deleted and merged into new unit RGRCMN002A Investigate job opportunities in racing and related industries.                                                                                                                                                                                                                                                                                                                                                                                               |
| RGRG104A Perform basic kennel duties                                   | Deleted and merged into new unit RGRPSG203A Perform kennel duties.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| RGRG205A Apply OHS procedures in greyhound code                        | Deleted and replaced with new racing common unit RGRCMN201A Follow OHS procedures and observe environmental work practices. First aid element removed and replaced with imported unit from HLT07 Health Training Package.                                                                                                                                                                                                                                                                                 |
| RGRG206A Handle greyhounds safely                                      | Deleted and replaced with a revised unit RGRPSG201A Handle greyhounds. Transport element deleted and replaced with new unit RGRPSG202A Transport greyhounds.                                                                                                                                                                                                                                                                                                                                              |
| RGRG207A Work effectively in the greyhound code of the racing industry | Deleted and separate units substituted to provide more flexibility with packaging across racing performance services and operations services qualifications. These are RGRCMN202A Achieve requirements for industry induction, RGRCMN001A Comply with the rules of racing and related protocols, RGRCMN002A Investigate job opportunities in racing and related industries, RGRCMN003A Manage personal health and fitness, and an imported communications unit from PUA00 Public Safety Training Package. |
| RGRG208A Care for greyhounds                                           | Deleted and separate units developed to provide more flexibility with packaging for qualifications and skill sets. These are RGRPSG203A Perform kennel duties, RGRPSG204A Attend greyhounds during exercise routines and RGRPSG205A Attend greyhounds at race meetings.                                                                                                                                                                                                                                   |
| RGRG313A Plan training and racing programs for greyhounds              | Deleted and content incorporated into new unit RGRPSG403A Plan and implement education and training of greyhounds for racing.                                                                                                                                                                                                                                                                                                                                                                             |
| RGRG314A Manage the education of greyhounds                            | Deleted and content incorporated into new unit RGRPSG403A Plan and implement education and                                                                                                                                                                                                                                                                                                                                                                                                                |

training of greyhounds for racing.

|                                                                                         |                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RGRG315A Train and race greyhounds                                                      | Deleted and merged into RGRPSG404A Trial and race greyhounds.                                                                                                                      |
| RGRG316A Evaluate training and racing programs for greyhounds                           | Deleted and merged into RGRPSG404A Trial and race greyhounds.                                                                                                                      |
| RGRG317A Manage and perform administrative activities associated with racing greyhounds | Deleted and content incorporated into RGRPSG405A Operate a greyhound racing training business.                                                                                     |
| RGRG318A Manage maintenance and security of a greyhound training establishment          | Deleted and content incorporated into RGRCMN401A Maintain and monitor OHS procedures and environmental work practices and RGRPSG405A Operate a greyhound racing training business. |
| RGRG319A Manage finances for a greyhound training establishment                         | Deleted and replaced by finance unit imported from BSB07 Business Services Training Package.                                                                                       |
| RGRG320A Manage staff and/or self for greyhound trainers                                | Deleted and replaced by staff management unit from BSB07 Business Services Training Package.                                                                                       |

## Skill Sets

### Skill Sets

#### Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

#### Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.  
[http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\\_Handbook\\_07.pdf](http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf)

### Skill Sets in this Training Package

There are twenty-four Skill Sets within the RGR08 Racing Training Package. These are:

#### Licensing and Registration Skill Sets

- Greyhound Training Operations
- Greyhound Race Day Attendant
- Harness or Thoroughbred Training Operations
- Harness Trackwork Driver
- Thoroughbred Exercise Rider
- Thoroughbred Fast Work Rider

#### Approval to Operate Skill Sets

- Greyhound Clerk of Scales
- Greyhound Lure Driver
- Greyhound Race Club Kennel Attendant
- Greyhound Race Club Parade Official
- Harness Mobile Start Driver
- Harness or Thoroughbred Clerk of Course
- Harness or Thoroughbred Racing Handicapper
- Harness Race Starter
- Race Meeting Farrier
- Racing Biological Security Officer
- Racing Judge
- Racing Licensing and Registration Clerk
- Racing Nominations and Acceptances Clerk
- Racing Photo Finish Operator
- Racing Swab Attendant
- Racing Timekeeper
- Thoroughbred Barrier Attendant
- Thoroughbred Race Starter

## 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 Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Quality Council (NQC).

### 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 2007.

**Note:**

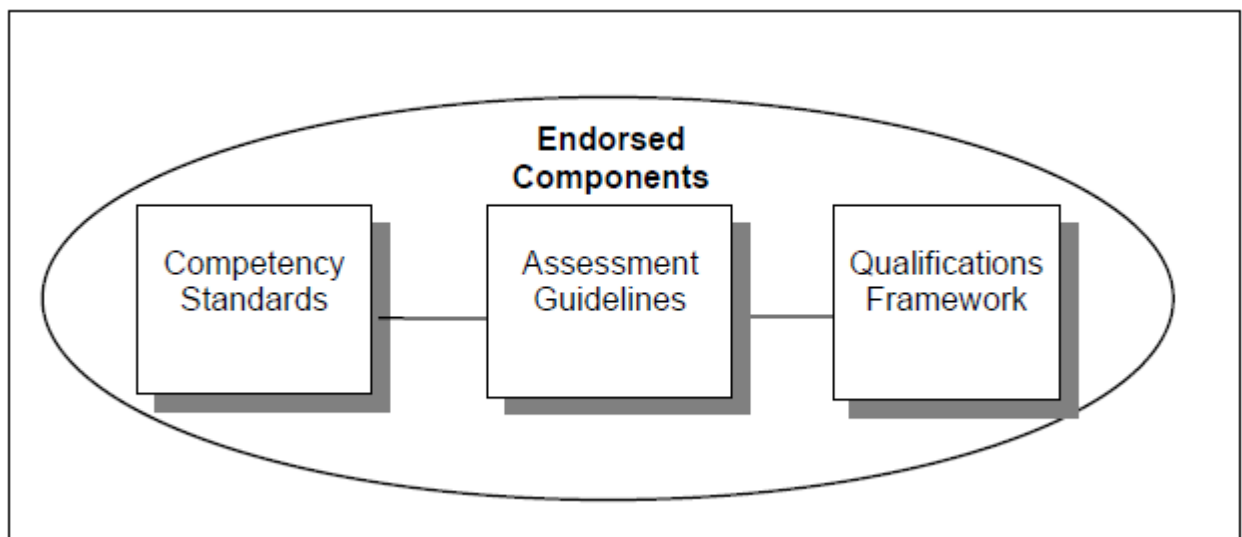
Steward specialist units have restricted access due to the highly sensitive and often confidential nature of a steward's duties. (Please see Licensing/registration requirements section in the Assessment Guidelines section of this Training Package for more information.)

**Training Package components**

Training Packages are made up of mandatory components endorsed by the NQC, 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 AQTF 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

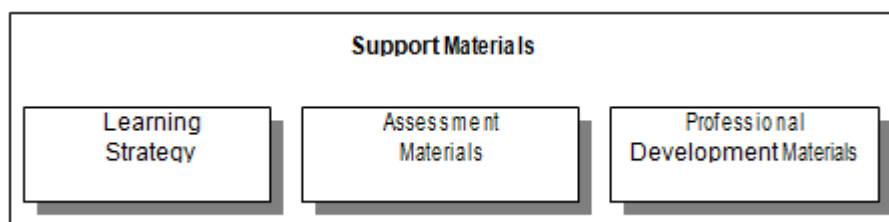
### Qualifications Framework

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 the 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 NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS) website, together with a detailed description and information on the type of product and its availability ([www.ntis.gov.au](http://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 code always before the title.

#### **Training Package codes**

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example RGR08 Racing Training Package. 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 RGR20108. Qualification codes are developed as follows:

- the first three letters identify the Training Package
- the first number identifies the qualification level (noting that, in the qualification titles themselves, Arabic numbers are not used)
- the next two numbers identify the position in the sequence of the qualification at that level
- 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. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of upper-case letters and numbers, as in RGRSTD301A
- the first three characters signify the Training Package 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. An 'A' at the end of the code indicates that this is the original unit of competency. 'B' or another incremented version identifier 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, skill set 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:

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

For example:

- RGR20108 Certificate II in Racing (Stablehand)
- RGR30308 Certificate III in Racing Services (Racing Administration).

#### **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:

- RGRPSH420A Participate in implementing racehorse exercise programs
- RGRSTD501A Manage steward services.

#### **Skill set titles**

Each endorsed Racing Training Package skill set is unique. The skill set titles describe the job function outcome and use the following sequence:

- firstly, the job task or functional stream, including the relevant racing code if applicable

- followed by the words ‘skill set’.

For example:

- Racing Nominations and Acceptances Clerk Skill Set
- Harness Race Starter Skill Set.

## Introduction to RGR08 Racing Training Package

RGR08 Racing Training Package has been developed by the Racing Industry Standing Committee of the Agri-Food Industry Skills Council. An extensive consultation, development and validation process occurred across all sectors covering racing industry participants, and with registered training organisations with scope to deliver racing industry training.

This review work was conducted in two phases.

- The first phase was initiated in 2004 to address the findings of a scoping study that identified gaps in RGR02 Racing Training Package to introduce racing services qualifications and units of competency identified as the Racing Operations Services competency field.
- The second phase was initiated in 2006 to review and redevelop RGR02 Racing Training Package qualifications and units of competency, now identified as the Racing Performance Services competency field.

### Overview

The endorsed components of RGR08 Racing Training Package include:

- Competency Standards for the greyhound, harness and thoroughbred racing codes
- a Qualifications Framework
- national industry skill sets
- Assessment Guidelines.

### Summary of changes from RGR02

Global features of RGR08 Racing Training Package include:

- new unit codes assigned to assist with identifying the sector and functional area of the units
- units reformatted in line with the Department of Education, Science and Training (DEST) requirements and including employability skills and more emphasis on essential skills and knowledge to support delivery and assessment processes
- Employability Skills Summaries incorporated for all qualifications
- eight racing common units of competency developed that apply across AQF levels that were deemed essential requirements for a range of racing industry job outcomes, regardless of the qualification or skill set aligned AQF level
- 25 skill sets incorporated to accommodate industry licensing and registration regulations and racing operations approval to operate requirements

- to avoid duplication, a significant number of units from other industry Training Packages have been imported to accommodate the new or revised qualifications and skill sets.

### **Racing Performance Services competency fields**

- qualifications reduced from 14 to 10
- separate driving and riding units introduced
- trackwork and race driving or riding units split into smaller units that relate more closely to the progressive development of skills and license categories
- units redesigned to place greater emphasis on personal health, nutrition and self-management as well as on race planning and analysis
- lower AQF level units introduced, for example horse health and nutrition
- overlap in unit content reduced, especially for the greyhound, harness and thoroughbred trainer units
- skill sets introduced, aligned to industry licensing or registration requirements.

### **Racing Operations Services competency fields**

- 11 new qualifications added to the Training Package
- skill sets introduced, aligned to industry approval to operate requirements
- 65 new Racing Operations Services units developed.

### **Transition arrangements**

Prior to the introduction of RGR08 Racing Training Package there will be consultation between the Racing Industry Standing Committee of the Agri-Food Industry Skills Council, DEST 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 RGR08 Racing Training Package to assist in its implementation.

### **Introduction**

The Racing Performance Services competency field covers the job functions of those involved with the care and training of racing greyhounds and horses as well as those who ride or drive in races, including:

- stablehands
- kennelhands
- trackwork drivers or riders
- harness drivers
- jockeys
- racing greyhound and racehorse trainers.

The Racing Operations Services competency field covers the many and varied roles of workers in the regulatory, administrative, and track and race meeting operational sectors of racing, including:

- racing administrators

- stipendiary stewards
- track maintenance
- race day operations.

## Profile of the racing industry

The Australian racing industry provides opportunities for racing greyhounds and horses. The industry covers the regulation and administration of racing, as well as the upkeep of race and training tracks and the provision of care and training of greyhounds and standardbred (harness) and thoroughbred (galloping) horses.

Racing operates in all parts of Australia from over 600 racecourses and more than 22,000 small to medium sized enterprises (horse and greyhound trainers), 95% of which are located outside metropolitan areas.

The industry has a workforce of 319,000 (82,700 full-time equivalent), of which two thirds are located outside metropolitan areas.<sup>2</sup> The workforce comprises workers drawn from a wide variety of backgrounds, including Indigenous and workers with language backgrounds other than English. Numbers of women in the racing industry workforce are increasing and there are increasing numbers of workers from culturally and linguistically diverse backgrounds.

Nationally each code is managed by a separate governing body:

- Greyhound: Greyhounds Australasia
- Harness: Australian Harness Racing Council
- Thoroughbred: Australian Racing Board.

In some states, the racing codes are managed as separate entities, while in others two or three codes are administered from one central authority. The general administration of racing may vary in some specific areas only for each code, however the protocols and procedures for race meetings and preparation and management of track surfaces vary from code to code. For this reason some competencies must be offered for code-specific job functions (although the job title may appear to be similar).

### Compliance and corporate governance

Overseeing compliance with both federal and state legislation and the rules of racing is a significant role of the racing authorities at national, state and local level. Regulation of racing is the responsibility of the racing bodies in each code and this is managed so that participants and the general public can be assured that racing is conducted with the utmost integrity.

OHS responsibilities, duty of care to workers, as well as animal health and welfare obligations are significant compliance issues for racing administrators.

Licensing and registration of participants (including greyhounds and racehorses) ensure that participants can demonstrate the relevant skills required to care for and race greyhounds or horses. Licensing and registration also ensure that participants are aware of their obligations to comply with the rules of racing and the directions of stewards and other officials.

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1 This information was originally part of the Agri-Food Industry Skills Council Racing Industry Standing

Committee Report on Skill Shortages and Skill Sets published in December 2005.

2 IER Strategic Ltd December 2001, Size and Scope of the Australian Thoroughbred Racing Industry, Australian Racing Board Sydney and Australian Harness Racing Council. Decade of National Statistic Information web access:

[http://www.harness.org.au/ahrc/annual/public/stats/dec\\_index.htm](http://www.harness.org.au/ahrc/annual/public/stats/dec_index.htm) and consultation with Greyhounds Australasia.

All participants in racing have an obligation to ensure that racing practices uphold the integrity of racing. Investigation of non-compliance is a significant function of the regulation of racing. Racing stewards have the responsibility of ensuring that racing is conducted fairly and in accordance with the rules of racing. Stewards have the authority to interview racing participants and to enter trainer's properties to gather evidence, as well as to issue penalties for non-compliance. They must conduct their duties under the terms of natural justice, which requires a significant understanding of the principles of administrative law.

### **Employment**

The racing industry includes direct employment in:

- breeding, rearing and training racing animals
- harness driving and thoroughbred jockeys
- trackwork driving and riding
- kennelhands and stablehands
- integrity services to racing
- administration of racing, at state and national regulatory level as well as at race club level
- track, grounds and facility management
- race meeting operations (where a range of specific skills is required for the conduct of races).

Indirect employment and revenue generation in the racing industry occurs in:

- hospitality (at individual race meetings and in regional tourism)
- transport (animal and racing personnel)
- media (research and publication of form, and television, radio, print or internet journalism)
- veterinary, farriery and alternative therapies services
- agriculture and horticulture industries (through production of feed and bedding, as well as track and training facility services)
- TAB and other wagering
- building and construction.

## Economic impact

The racing industry plays a significant role in the Australian economy through revenue generated for the federal and state governments from taxation, direct and indirect industry-related spending on goods and services, full-time equivalent employment and the contribution of unpaid (volunteer) staff.

Services and activities that occur in the different areas of racing include:

| Animal related expenditure                    | Business related expenditure | Race day related expenditure                                                        |
|-----------------------------------------------|------------------------------|-------------------------------------------------------------------------------------|
| Alternative animal therapies                  | Labour                       | Catering                                                                            |
| Animal breeding                               | Insurance                    | Transport—people                                                                    |
| Animal husbandry                              | Legal costs                  | Transport—horses and greyhounds                                                     |
| Training                                      | Accounting fees              | Accommodation—staff and spectators                                                  |
| Stabling and kennelling                       | Technological services       | Venue costs Operations costs Technological services Communication services Wagering |
| Feed production                               | Communication services       |                                                                                     |
| Veterinary, nutritional and saddlery supplies |                              |                                                                                     |
| Farrier services                              |                              |                                                                                     |
| Technological services                        |                              |                                                                                     |
| Communication services                        |                              |                                                                                     |

The major economic inputs of the racing industry are wagering and labour.

Wagering in Australia has a significant impact on the Gross Domestic Product. In 1997-98, over \$11.6 billion was wagered across the three racing codes; with net takings of \$1.6 billion achieved by TAB and bookmakers. (RIRDC 20013)

According to the Australian Racing Board report *Size and Scope of the Australian Thoroughbred Racing Industry*, the Australian thoroughbred racing industry created a gross economic impact of \$7.74 billion during the 1999-2000 racing season. This figure includes a non-metropolitan contribution of \$3.8 billion that makes up 49% of the total impact.

| The economic impact of the thoroughbred racing industry is made up of: (IER 2001) 4 |               |
|-------------------------------------------------------------------------------------|---------------|
| State taxation contributions                                                        | \$900 million |
| Federal taxation contributions                                                      | \$700 million |
| Direct spending by breeders, owners and trainers on industry investment             | \$2.4 billion |
| Race clubs and customer outlay                                                      | \$3.2 billion |

## Taxation

In 2003-04, TAB wagering revenue distributed to state governments totalled \$514.23 million.<sup>5</sup>

Racing and wagering in NSW generates more than \$720 million in taxation revenue. This money represents tax on purchase of goods and services, salaries and wagering. \$393 million of this remains in state government funds; the rest is federal funds generated by pay-as-you-go (PAYG) income tax. (IER, 2003b).

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- 3 Rural Industries Research and Development Corporation (RIRDC) June 2001, *The Horse Industry – Contributing to the Australian Economy*, Union Offset, Canberra.
  - 4 IER Strategic Ltd December 2001, *Size and Scope of the Australian Thoroughbred Racing Industry*, Australian Racing Board, Sydney.
  - 5 Australian Racing Board, December 2004, *Australian Racing Fact Book*.
  - 6 IER Strategic Ltd 2003, *Size and Scope of TAB Limited and New South Wales Racing*, Racing New South Wales, Sydney.

## Volunteers

Volunteers working in the industry make a significant indirect contribution to the national economy. The Social National Account includes an estimate of the contribution of labour to the national economy via voluntary and paid staff.

In 2000 it was estimated that voluntary labour in the racing industry contributed the equivalent of \$43 million to the Social National Account. Racing industry volunteers provide voluntary labour in animal care (particularly in harness and greyhound racing), driving, riding, training and officiating.

The Rural Industries Research and Development Corporation (RIRDC) estimates that 10% of metropolitan horses and 30% of regional horses are strapped by volunteer (generally family) labour. (RIRDC, June 2001b)

## Training Package review methodology

### Racing Operations Services development phase

The Racing Training Package extension project was initiated following a scoping study conducted in 1999 that identified gaps in RGR02 Racing Training Package.

RGR02 covered the skills and knowledge required for the care, management, training and racing of greyhounds and horses (Racing Performance Services). Employment in the racing industry also covers occupations to manage the conduct and administration of racing and race meetings. The extension identified the skills and knowledge required in the administrative, regulatory, track and facility management, and race meeting operations (Racing Operations Services) that are necessary to allow race meetings to be conducted.

The Racing Industry Standing Committee of Agri-Food Industry Skills Council invited nominations to the Racing Training Package Extension Project Steering Committee (PSC), which was convened in July 2004.

Membership of the PSC included representation from the following groups:

- Agri-Food Industry Skills Council



- DEST
- Race Club Management
- Racing Industry Standing Committee of Agri-Food Industry Skills Council
- Racing Regulatory Authorities
- representatives from the three racing codes
- public and enterprise-based RTOs that provide racing training
- State Training Authority.

| <b>PSC guidelines for the development of the Racing Operations Services qualifications</b> |                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                          | Provide an overt racing identity in the naming of units and the qualification structure.                                                                                                                                                                                                                                   |
| 2                                                                                          | Avoid prerequisites and co-requisites as much as possible, as delivery of training and assessment for<br>RGR02 was adversely affected by the number of pre and co-requisites.                                                                                                                                              |
| 3                                                                                          | Consider incorporating packaging that allows the take-up of small groups of units rather than full qualifications, as many race meeting staff do not require full qualifications to carry out their job functions but do need specialist skill identification.                                                             |
| 4                                                                                          | Allow flexibility in packaging of units and qualifications to allow for the preparation of individual training plans.                                                                                                                                                                                                      |
| 5                                                                                          | Link the qualification framework to current and predicted license and job function structures within racing.                                                                                                                                                                                                               |
| 6                                                                                          | Limit training delivery opportunities in areas such as steward qualifications where employment is conditional on completion of a successful probationary period (which is managed by the racing regulatory authority) and access to industry documents and other information is highly restricted due to integrity issues. |
| 7                                                                                          | Avoid duplication of elements and performance criteria between units of competency.                                                                                                                                                                                                                                        |
| 8                                                                                          | Consider the impact of large units on learner completion outcomes.                                                                                                                                                                                                                                                         |
| 9                                                                                          | Investigate options for traineeships that allow skill development across more than one job functional area in racing operations services which may encourage race clubs to employ trainees.                                                                                                                                |

Consultation was conducted in all states and territories and included regulatory authorities as well as local race clubs and racing industry participants in all job functions across all three racing codes.

Consultation was conducted by the project team through face-to-face interviews, surveys, attendance at race meetings and observation (and confirmation) of job operations, and research of current job descriptions, duty statements and racing procedures.

In addition, the PSC members reviewed all relevant documentation and proposed qualifications structure and unit content with racing participants in their region and/or jurisdiction.

Face-to-face meetings and teleconferences were held on a regular basis to keep PSC members informed and to gain approval of the project team findings and recommendations.

Racing job functions that were included in the consultation process included:

- barrier attendants
- race administrators and regulatory authority staff
- race club secretary
- race handicapper, programmer and grader
- race meeting kennel staff and parade officials
- race regulatory authority staff
- race starter, judge, timekeeper and photo finisher
- race veterinarian and farrier
- stipendiary steward
- swab attendant
- track maintenance, track management and facility management staff.

### **Background to the development of the extension qualifications**

The following points summarise the major job profiles and issues regarding employment and skill recognition in racing operations services.

- Although three job functional areas were identified (administration [including regulatory functions], track maintenance and race meeting operations) it has been recognised that many people who work in racing perform duties across all three functional areas. In some roles, there may be migration from track management to race meeting operations, such as barrier attendants for example.
- Some people who work full-time in administration also work as casuals or volunteers during race meetings.
- Many race meeting operations staff members are casual, however if qualifications were developed that could allow take-up of qualifications covering competencies in more than one job function, race clubs may be prepared to employ full-time staff who share job responsibilities across more than one job functional area.
- Some people come to racing with high level qualifications in specialist areas but need racing context for their new job functions. Examples include veterinarians, senior administrators, public relations, marketing specialists and racecourse detectives. These people often require a racing compliance skill set to supplement their other qualifications.

- Some race meeting staff members are employed on a casual or volunteer basis however they must still demonstrate competence in their job and operate under the rules of racing. A skill set that covers racing compliance issues and their job-specific functions is all that is required in these cases.
- Many race meeting operational tasks cover quite narrow job responsibilities but require a high level of decision making and/or supervision of staff. For these reasons skill sets have been aligned to AQF qualification levels based on skills and responsibilities required.
- Completion of skill sets may also encourage those who find full qualifications daunting to work towards a full qualification in smaller chunks of skill development and assessment.

### **Imported units of competency**

An extensive search of other industry Training Package units of competency relevant to the racing industry was undertaken by the project team to avoid duplication. Many relevant units were identified and these have been imported into the qualifications taking the following into consideration.

- While there are many units of competency available for general business administration, race clubs have complained that there are no racing-specific units available that identify the regulatory or procedural requirements of operating in a racing administrative environment.
- While there are many units of competency available for horticultural practices, race clubs have complained that there are no racing-specific units available that cover the development and/or management of non-turf racing surfaces or the unique requirements of supervising trackwork, managing racing facilities or assisting in racing animal emergencies.
- Racing stewards also have a unique role; they are required to investigate non-compliance with the rules of racing and issue penalties, as well as monitor practices to ensure the safety and welfare of horses, greyhounds and human participants. While some administrative procedure and investigation units exist, no units were found that covered the job functions and responsibilities of stewards.

### **RGR02 Racing Training Package review phase**

As mentioned previously, RGR02 covers the racing performance services competencies that are required for the care, management, training and racing of greyhounds and horses.

In November 2005 the Board of the Agri-Food Industry Skills Council (AFISC) approved the initiation of the RGR02 Racing Training Package Review Environmental Scan. This scan began in January 2006 and was conducted in conjunction with the Racing Operations Services extension qualifications project.

The Environmental Scan used a range of research methods which met the requirements of the AFISC project brief and DEST guidelines. The research methodology included:

- desktop audit of RGR02 and related Training Packages and historical data
- targeted research through surveys, semi-structured interviews and teleconferences with provider networks
- consultation and advice received from the AFISC equity evaluator
- consultation with representatives from racing and related industry stakeholder groups

- ongoing web-based research and liaison with consultants working on other AFISC projects relevant to the review.

Changes to Australian government policy and procedures requiring the incorporation of employability skills, identification and removal of unnecessary duplication, and access and equity and template adherence were also key considerations.

Key emergent concerns that were raised for consideration included:

- the National Jockey Safety Review Committee requirements
- ways the structure of the Training Package could work towards addressing identified industry skills shortages
- the high level of pre and co-requisite unit packaging which was constraining entry opportunities as well as flexibility of delivery
- unit suites that are complementary and relevant to industry controlling authorities' regulatory requirements
- an approach where skill sets were provided as an alternative to the 'whole of qualification' approach
- nominal hour inconsistencies across states relating to funding provision and the resultant goal of equality of national consistency in training
- availability of current resources and funding for support materials.

### **Redevelopment industry and VET consultation processes**

In January 2007, the Racing Industry Standing Committee appointed a Technical Advisory Group (TAG) to assist the consultants in reviewing, drafting and editing units of competency, skill sets and qualifications. The redevelopment consultation processes included:

- TAG workshop to form the basis of the consultation process and redevelopment scope requirements
- consultative meetings and forums with key stakeholders, including state and territory racing controlling authorities to ensure all proposed changes were consistent with industry regulatory requirements
- distribution of draft materials through email alert updates to over 250 industry and provider stakeholders, with requests for feedback
- maintenance of an issues register to monitor stakeholder feedback for consideration of incorporation into materials where appropriate
- development of schedules of agreed changes to guide consultants, TAG and PSC
- consultation with AFISC equity advisor appointed to the review to identify access and equity requirements
- meetings, email interactions and teleconferences with TAG members to advise on and ratify redevelopment work.

### **Validation and editing of final products**

Feedback received throughout the consultation process was used as the basis for the development of the draft qualification packaging, skill sets and units of competency. The validation process included:

- posting validation summary master document to the AFISC website for review and comment by stakeholders, including draft qualification packaging rules, skill sets, mapping RGR02 units of competency to proposed new and revised RGR08 units of competency, and draft unit files
- email alerts sent to over 250 stakeholders to alert of validation process and request feedback
- validation meetings and teleconferences with TAG and PSC to confirm that agreed changes had been made and to identify any further adjustments necessary
- employability skills audit to confirm these were appropriately incorporated into RGR08

#### Racing Training Package

- final equity review to ensure all access and equity requirements had been fulfilled
- checks to ensure the revised Training Package met the requirements outlined in the *DEST Training Package Development Handbook, September 2007 version*
- final editing and proofreading of the units of competency and four volumes that comprise the revised RGR08 Racing Training Package
- validation sign-off by PSC.

## Qualification Pathways

### Pathways to RGR08 Racing Training Package qualifications

There are many pathways into and through occupations within the racing industry. Therefore RGR08 Racing Training Package does not mandate particular pathways to achieve its qualifications. This guiding principle was established in direct response to the feedback from industry and providers that the Training Package should:

- allow for maximum flexibility in the range of responses to achieving its specified outcomes
- facilitate all pathways to the achievement of a qualification
- ensure that those entering with existing relevant experience, skills and knowledge can have competencies recognised and undertake a program commensurate with their learning needs at an appropriate level.

For many of the occupations, it is necessary to be licensed or registered by the relevant State Principal Racing Authority before working in a particular operational role. Users of RGR08 Racing Training Package are therefore encouraged to contact the relevant authorities to verify the licensing or registration requirements for specific occupations.

### VET in Schools

Registered training organisations should contact relevant jurisdictional agencies responsible for establishing and authorising recognised VET in Schools pathways.

### **Australian apprenticeship pathways**

Australian apprenticeships (traineeships and apprenticeships) provide one approach for achieving qualifications in RGR08 Racing Training Package. Other approaches include direct assessment against the competencies for people with relevant workforce experience, workplace training and assessment, and/or off-the-job training and assessment by an RTO.

All qualifications at AQF levels 1 to 4 that have been identified in this Training Package are potentially accessible as an Australian apprenticeship.

The capacity to establish an Australian apprenticeship for any of the qualifications will depend on industry demand, resources available at the state or territory level, and any award requirements.

Where an Australian apprenticeship structure is established for a racing qualification, the following considerations must be met.

- All Australian apprenticeship arrangements must reflect the qualification requirements and packaging arrangements for the relevant qualification as defined in this Training Package, including the content of the training agreement and training program.
- All Australian apprenticeship arrangements must reflect the requirements for assessment as set out in the Assessment Guidelines of RGR08 Racing Training Package.
- All assessment for the purpose of issuing a qualification through an Australian apprenticeship must be against the specified units of competency and in compliance with the packaging rules as set out for the relevant qualification.
- Any customisation of the qualification for an Australian apprenticeship program must reflect the customisation advice set out in this Training Package.

For more information relating to RGR08 Racing Training Package and available qualification pathways contact:

### **Agri-Food Industry Skills Council Ltd**

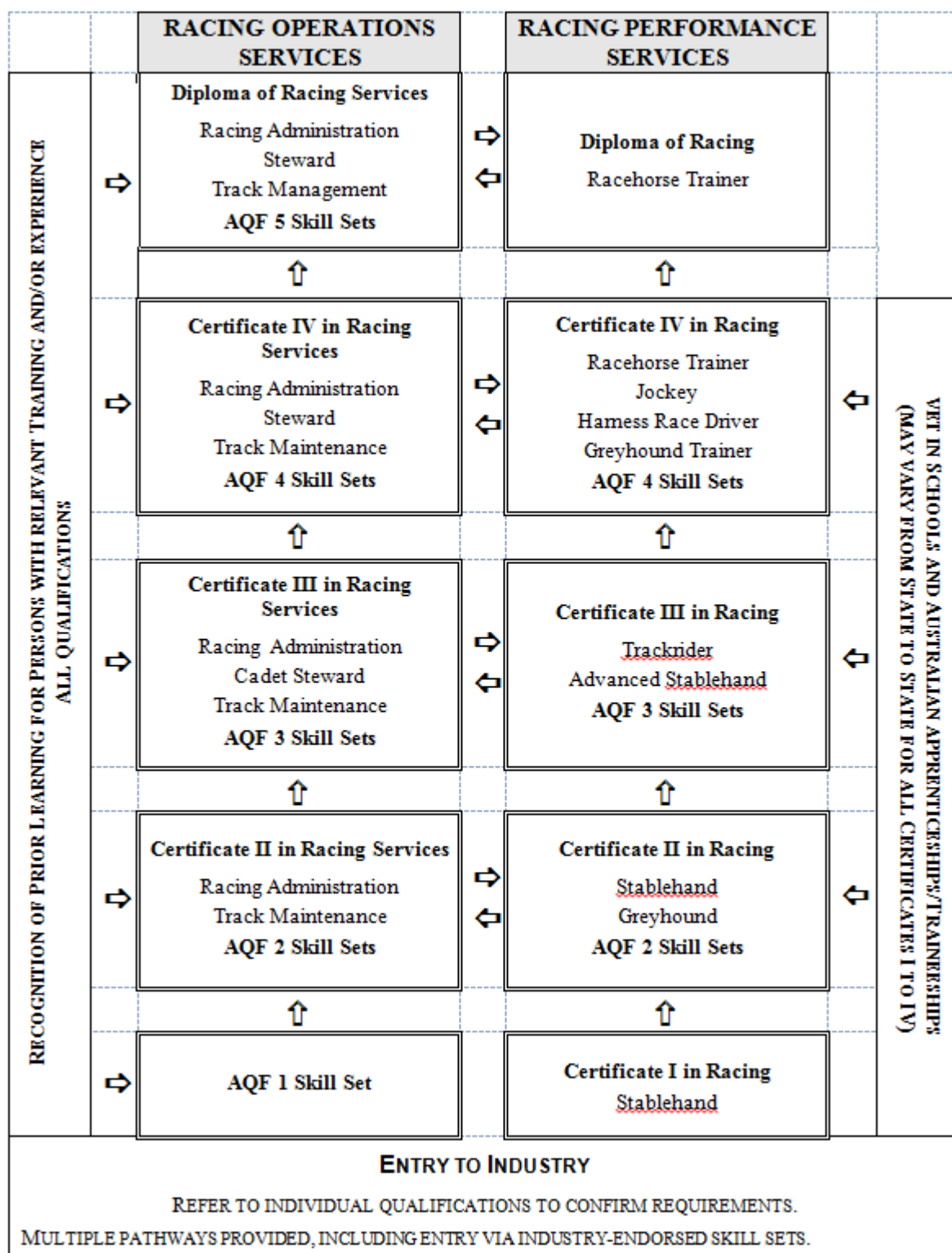
PO Box 5450 Kingston ACT 2604

Phone: 02 6163 7200 Fax: 02 6163 7299

Email: [reception@agrifoodskills.net.au](mailto:reception@agrifoodskills.net.au)

Website: [www.agrifoodskills.net.au](http://www.agrifoodskills.net.au)

## Pathways to RGR08 racing industry qualifications



## Employability Skills Summary

An Employability Skills Summary follows the packaging requirements for each qualification in this Training Package. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

For more information relating to employability skills, refer to the Competency Standards section of this volume.

### RGR08 Racing Training Package qualifications and packaging rules

The Qualifications Framework forms part of RGR08 Racing Industry Training Package developed by Agri-Food Industry Skills Council and produced with the assistance of funding provided by the Commonwealth Government through DEST.



RGR08 Racing Training Package integrates competency standards, qualifications, skill sets and assessment guidelines. This volume must be used in conjunction with at least one of the following documents:

- Volume II – Racing Performance Services Competency Standards covering Harness and Thoroughbred Racing Codes
- Volume III – Racing Performance Services Competency Standards covering Greyhound Racing Code
- Volume IV - Racing Operations Services Competency Standards covering the following specialisations:
  - Racing Administration
  - Racing Common
  - Stipendiary Steward
  - Track Maintenance
  - Racing Operations.

## 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) 2007. 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 and registration requirements, and assessment pathways.

### Benchmarks for assessment

Assessment within the National Skills 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 (VET) sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration*.

The AQTF 2007 *Essential Standards for Registration* can be downloaded from [www.training.com.au](http://www.training.com.au). The following points summarise the assessment requirements.

- **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 AQTF 2007. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

### **Special restrictions in the registration of RTOs for access to RGR08 Racing Training Package**

Application to include the delivery and assessment of Racing Operations Services Steward qualifications on an RTO's scope is subject to the approval of the Racing Industry Standing Committee of the Agri-Food Industry Skills Council. In some Racing Operations Services skill sets, RTOs will also need to gain approval from the State Principal Racing Authority to assess candidates. See further information in the following *Licensing/registration requirements* section.

- **Quality training and assessment**

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

- **Assessor competency requirements**

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1 for assessor (and trainer) competency requirements.

- **Assessment requirements**

The RTO's assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

- **Assessment strategies**

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

- **National recognition**

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

- **Access and equity and client outcomes**

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

- **Monitoring assessments**

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the *Essential Standards for Registration*. See the AQTF 2007 Essential Standards for Registration, Standard 3.

- **Recording assessment outcomes**

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

- **Issuing AQF qualifications and Statements of Attainment**

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current 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 when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook—available on the AQFAB website ([www.aqf.edu.au](http://www.aqf.edu.au)).

## **Licensing/Registration Requirements**

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and VET, vary between each State and Territory and can regularly change. The developers of this Training Package and DEST consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEST cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant state or territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply.

For further information contact:

Agri-Food Industry Skills Council: [www.agrifoodskills.net.au](http://www.agrifoodskills.net.au)

Australian Racing Board: [www.australian-racing.net.au](http://www.australian-racing.net.au)

Greyhounds Australasia: [www.galtd.org.au](http://www.galtd.org.au)

Australian Harness Racing Council: [www.harness.org.au](http://www.harness.org.au)

## **Racing industry license, registration and approval to operate requirements**

In order to conduct training and assessment for statutory licensing or other industry registration requirements, RTOs and assessors must meet the requirements outlined in

the following chart, in addition to the AQTF requirements.

**Note:**

Steward specialist units have restricted access due to the highly sensitive and often confidential nature of a steward's duties. Cadets and stewards cannot undertake training or assessment before they are employed or approved by the Principle Racing Authority in the relevant state. RTOs may not apply for inclusion of steward qualifications on their scope of registration without the prior approval of the Racing Industry Standing Committee of Agri-Food Industry Skills Council.

| License or Registration or Approval to operate | Jurisdiction                                                                                                  | Requirements                                                                                                                                                                                                                                                                                             |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GREYHOUND</b>                               |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Greyhound attendant                            | Controlling body for greyhound racing code established by legislation or statute in each State and 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 Principal Racing Authority for the purpose of licensing, registering or approving industry occupations. |
| Greyhound owner-trainer                        |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Greyhound trainer                              |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Catching pen attendant                         |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Catching pen supervisor                        |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Clerk of scales                                |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Lure driver                                    |                                                                                                               | Units of competency that are directly linked to licensing requirements must be assessed in the workplace or a simulated environment approved by the relevant State Principal Racing Authority.                                                                                                           |
| Parade official                                |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Photo finish operator                          |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Race club kennel supervisor                    |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Race meeting veterinarian                      |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Race judge                                     |                                                                                                               | The completion of any qualification does not guarantee the issuance of a license to work in the occupations listed in column 1.                                                                                                                                                                          |
| Race starter                                   |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Stipendiary steward                            |                                                                                                               |                                                                                                                                                                                                                                                                                                          |
| Swab attendant                                 |                                                                                                               | Reference should be made to the relevant State Principal Racing Authority for current licensing requirements.                                                                                                                                                                                            |
| Timekeeper                                     |                                                                                                               |                                                                                                                                                                                                                                                                                                          |

## HARNESS

|                           |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
|---------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stablehand                |                                                                                                             | 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 Principal Racing Authority for the purpose of licensing, registering or approving industry occupations. |
| Harness driver            |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Harness trainer           |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Clerk of course           |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Mobile start driver       |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Photo finish operator     | Controlling body for harness racing code established by legislation or statute in each State and Territory. | Units of competency that are directly linked to licensing requirements must be assessed in the workplace or a simulated environment approved by the relevant State Principal Racing Authority.                                                                                                           |
| Race judge                |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Race meeting doctor       |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Race meeting farrier      |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Race meeting veterinarian |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Race starter              |                                                                                                             | The completion of any qualification does not guarantee the issuance of a license to work in the occupations listed in column 1.                                                                                                                                                                          |
| Stipendiary steward       |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Swab attendant            |                                                                                                             |                                                                                                                                                                                                                                                                                                          |
| Timekeeper                |                                                                                                             | Reference should be made to the relevant State Principal Racing Authority for current licensing requirements.                                                                                                                                                                                            |

## THOROUGHBRED

|                       |                                                                                                                  |                                                                                                                                                                                                                                                                                                          |
|-----------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stablehand            |                                                                                                                  | 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 Principal Racing Authority for the purpose of licensing, registering or approving industry occupations. |
| Jockey                |                                                                                                                  |                                                                                                                                                                                                                                                                                                          |
| Thoroughbred trainer  | Controlling body for thoroughbred racing code established by legislation or statute in each state and territory. | Units of competency that are                                                                                                                                                                                                                                                                             |
| Barrier attendant     |                                                                                                                  |                                                                                                                                                                                                                                                                                                          |
| Clerk of scales       |                                                                                                                  |                                                                                                                                                                                                                                                                                                          |
| Clerk of course       |                                                                                                                  |                                                                                                                                                                                                                                                                                                          |
| Photo finish operator |                                                                                                                  |                                                                                                                                                                                                                                                                                                          |
| Race judge            |                                                                                                                  |                                                                                                                                                                                                                                                                                                          |

|                           |                                                                                                                                                                   |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Race meeting doctor       | directly linked to licensing requirements must be assessed in the workplace or a simulated environment approved by the relevant State Principal Racing Authority. |
| Race meeting farrier      |                                                                                                                                                                   |
| Race meeting veterinarian |                                                                                                                                                                   |
| Race starter              |                                                                                                                                                                   |
| Stipendiary steward       | The completion of any qualification does not guarantee the issuance of a license to work in the occupations listed in column 1.                                   |
| Swab attendant            |                                                                                                                                                                   |
| Timekeeper                |                                                                                                                                                                   |
|                           | Reference should be made to the relevant State Principal Racing Authority for current licensing requirements.                                                     |

## OTHER

|                                      |                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Medical practitioner<br>Veterinarian | State government registration board for medical practitioners and/or veterinary surgeons. | Veterinarians and medical practitioners must be qualified and registered by their state veterinary or medical board to practise in their state. This registration must be current before a veterinarian or medical practitioner will be allowed to complete training and/or assessment in RGR08 Racing Training Package related units of competency. |
| Blood sample swab attendant          | State medical board.                                                                      | In some States endorsement or registration is required before a person can take blood samples. Review the state Medical Surgeons and/or Veterinary Surgeons Act for more advice.                                                                                                                                                                     |
| Vehicle control                      | State legislation.                                                                        | Licenses to operate machinery and/or vehicles may be required for mobile start vehicles, fork lift and other heavy machinery. Consult state legislation for more advice.                                                                                                                                                                             |

|                                                |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chemical users                                 | State legislation. | <p>The use and storage of chemicals varies from State to State. Consult state legislation for more advice.</p> <p>The care, management and use of racing animals are controlled by the Prevention of Cruelty to Animals Act and racing-specific guidelines in some States.</p> <p>It is expected that the principles of the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes (the Code) will be incorporated in the design, delivery and updating of any training and/or assessment program using animals. Furthermore, it is essential that all involved (trainers, assessors, trainees and mentors) comply with all animal welfare regulations and legislation and that they apply the relevant codes of practice for animal welfare for the animal species with which they are working.</p> |
| Animal welfare and emergency animal management | State legislation. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### Access to enrolment and delivery in steward qualifications

Employment as a steward in racing is strictly limited and highly competitive; there are only a small number of new positions offered across all codes of racing per year Australia-wide. All stewards are employed directly by the relevant State Principal Racing Authority and only after probity and integrity checks, as well as satisfactory completion of an employment probation period of on average 12 months. This process is necessary because stewards have access to highly confidential information concerning racing participants and a high degree of discretion is required when performing their duties. Open access to these qualifications is not possible.

### Requirements for Candidates

Candidates who wish to undertake steward training need to be employed or recommended by the racing authority in their State prior to enrolment or commencing training in steward qualifications. Candidates are advised to watch for advertisements inviting applications for the position of cadet steward on authority websites and in industry-related publications.

### Requirements for RTOs

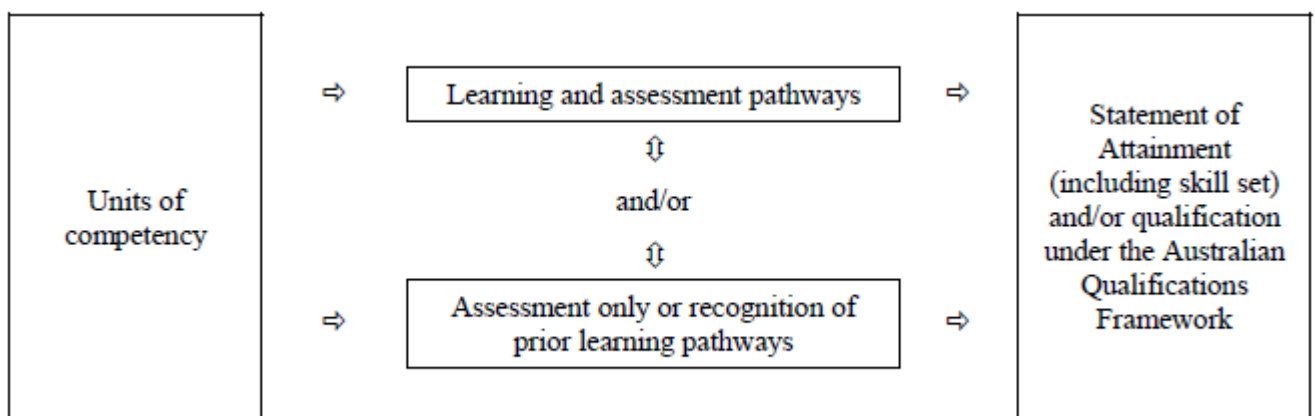
RTOs may not apply for inclusion of steward qualifications on their scope of registration without the prior approval of the Racing Industry Standing Committee of Agri-Food Industry Skills Council.

## 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
- 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 Assessment Guidelines of the Training Package and the AQTF 2007.

### Learning and assessment pathways

Usually, learning and assessment are integrated, with assessment evidence being collected



and feedback provided to the candidate at any time 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 and action learningbased;

conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian 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 the AQTF 2007 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)
- 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
- 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 AQTF 2007 specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4 Training and assessment are conducted by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
- b) have the relevant vocational competencies at least to the level being delivered or assessed
- c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

### **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 ([www.ntis.gov.au](http://www.ntis.gov.au)). Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

#### **Developing assessment tools**

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies required under the AQTF

2007

- meet the assessment requirements expressed in the AQTF 2007 *Essential Standards for*

*Registration*.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*.

### **Conducting assessment**

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

### **Mandatory assessment requirements**

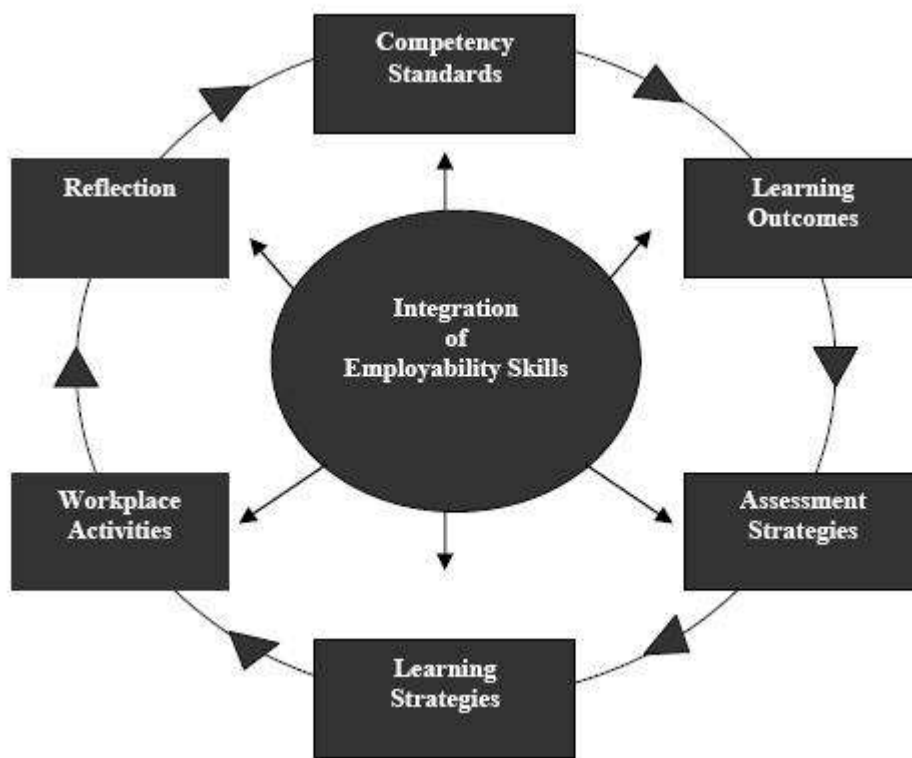
Assessments must meet the criteria set out in the AQTF 2007 *Essential Standards for Registration*.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

- 1.5 Assessment, including recognition of prior learning (RPL):**
- a) meets the requirements of the relevant Training Package or accredited course
  - b) is conducted in accordance with the principles of assessment and the rules of evidence
  - c) meets workplace and, where relevant, regulatory requirements.

### **Assessment of employability skills**

Employability skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability skills are embedded and explicit within each unit of competency. Training providers must use employability skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant employability skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of employability skills at that qualification outcome
- designing training and assessment to address employability skills requirements.

For more information on employability skills in RGR08 Racing Training Package go to the Agri-Food Industry Skills Council website at [www.agrifoodskills.net.au](http://www.agrifoodskills.net.au).

### 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: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

### **Reasonable adjustments**

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and

training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The following references provide a range of information and resources related to training and assessment for equity groups.

The Australian Disability Clearing House on Education and Training ([www.adcet.edu.au](http://www.adcet.edu.au)) website includes resources and articles about the training and assessment of people with a disability.

Information source for Aboriginal and/or Torres Strait Islander people training and assessment include: National Aboriginal and Torres Strait Education website: [www.natsiew.nexus.edu.au](http://www.natsiew.nexus.edu.au). In addition most State and Territory Education Departments have an Aboriginal and/or Torres Strait Islander Unit who may be able to provide advice and information.

Other resources can be accessed through the DEST website [www.dest.gov.au](http://www.dest.gov.au) including:

- *Working with diversity: A Guide to Equity and the AQTF*
  - *Working with diversity: Quality Training for Indigenous Australians*
  - *Working with diversity: Quality Training for People with a Disability*
  - Frequently asked questions about language, literacy and numeracy in the AQTF
- ANTA

2002 (this resource has a range of valuable language, literacy and numeracy links).

- *A New Assessment Tool – Incorporating language, literacy and numeracy skills into Training Packages* – A professional development kit for trainers and assessors (ANTA 1999)
- *Built in not bolted on* (revised edition 2000) DEETYA.

Other informative resources include:

- *Building Diversity and the AQTF A guide to access and equity* (WA Department of Education and Training – includes information about assessment and reasonable adjustment). Website <http://www.det.wa.edu.au/training/sub-sites/BD/access/BuildingDiversity.pdf>
- *Inclusive Practice is Good Practice* (University of Tasmania, 1999) – includes information about assessment design and examples of inclusive practice. Website

See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

### 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

##### **Agri-Food Industry Skills Council Ltd**

PO Box 5450 Kingston ACT 2604

Telephone: 02 6163 7200

Facsimile: 02 6163 7299

Email: [reception@agrifoodskills.net.au](mailto:reception@agrifoodskills.net.au)

Website: [www.agrifoodskills.net.au](http://www.agrifoodskills.net.au)

For information on the *TAA04 Training and Assessment Training Package* contact:

**Innovation & Business Skills Australia** Level 2, Building B, 192 Burwood Road  
HAWTHORN VIC 3122

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: [virtual@ibsa.org.au](mailto:virtual@ibsa.org.au)

Web: [www.ibsa.org.au](http://www.ibsa.org.au)

#### General resources

##### **Technical and Vocational Education and Training (TVET) Australia Limited**

Level 21, 390 St Kilda Road, Melbourne  
VIC 3150

PO Box 12211, A'Beckett Street Post

## Office

Melbourne, Victoria, 8006

Telephone: (03) 9832 8100

Facsimile: (03) 9832 8198

Email: [sales@tvetaustralia.com.au](mailto:sales@tvetaustralia.com.au)

Web: [www.tvetaustralia.com.au](http://www.tvetaustralia.com.au)

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

AQF Implementation Handbook, Third Edition, Australian Qualifications Framework Advisory Board, 2002 <[www.aqf.edu.au](http://www.aqf.edu.au)>

Australian Quality Training Framework (AQTF) - for general information go to <[www.dest.gov.au/sectors](http://www.dest.gov.au/sectors)>

Australian Quality Training Framework (AQTF) - for resources and information go to: <[www.dest.gov.au](http://www.dest.gov.au)>

Australian Quality Training Framework Standards for Registered Training Organisations, Australian National Training Authority, Melbourne, 2005, and from 1 July 2007, the AQTF 2007. Available in hard copy from State and Territory Training Authorities or can be downloaded from <[www.dest.gov.au](http://www.dest.gov.au)>

*TAA04 Training and Assessment Training Package*. This is available from the Innovation and Innovation & 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](http://www.ntis.gov.au)>

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Can be downloaded from <[www.dest.gov.au](http://www.dest.gov.au)>

Training Package Development Handbook (DEST, September 2007). Can be downloaded from

## Assessment resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of <[www.dest.gov.au](http://www.dest.gov.au)>. Go to

<[www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm](http://www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm)>

Printed and CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training Australia Limited (TVET). The resource includes the following guides:

1. Training Package Assessment Materials Kit



2. Assessing Competencies in Higher Qualifications
3. Recognition Resource
4. Kit to Support Assessor Training
5. Candidate's Kit: Guide to Assessment in Australian Apprenticeships
6. Assessment Approaches for Small Workplaces
7. Assessment Using Partnership Arrangements
8. Strategies for ensuring Consistency in Assessment
9. Networking for Assessors
10. Quality Assurance Guide for Assessment

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 (available from TVET).

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 organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. 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 Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria
- RTOs can include specific industry terminology in the range statement
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Racing industry customisation and contextualisation guidelines

Any modifications to the competency standards and their assessment requirements must ensure the integrity of the standards, so as to maintain their applicability and portability within the racing industry.

The racing industry units of competency are developed to have application across all codes of the industry and in all States and Territories where the industry operates.

It is intended that standards can be customised to reflect differences in industry structure and delivery requirements of organisations and enterprises.

It is strongly recommended that customisation be carried out in consultation with the Racing Industry Standing Committee of Agri-Food Industry Skills Council.

RGR08 Racing Training Package incorporates racing industry competency standards, other competency standards, qualifications and skill sets. Customisation provides the opportunity to modify any or each of the components packaged in a qualification or skill set.

The following guidelines determine the extent of customisation allowable to meet the needs of an individual, an enterprise, workplace or a code of racing.

### **Customisation**

Customisation of the unit must not alter the outcome of the unit. Nor must it alter the health, safety and environmental requirements of the unit.

General directions, processes and procedures can be adapted to fit enterprise or industry group requirements.

Customisation is not designed to be so extensive that the assessment and training required to achieve the unit of competency is substantially changed.

It is not acceptable to change any part of an element of competency or the performance criteria in a unit of competency. The removal or addition in total or in part, of either an element of competency or a performance criterion, may substantially alter the integrity of the unit of competency and its relationship to the qualification.

Some customisation of a unit of competency may occur within the range of variables, or evidence guides, but this should only occur if the change proposed is complementary to the existing range of variables or evidence guides.

### **Contextualisation**

Contextualisation is a method of providing a meaningful framework for trainers and assessors to maximise learning outcomes for the trainees. RTOs are able to do this by organising appropriate support materials, learning activities, case studies and adaptations to language and terminology. All units of competency in this Training Package offer advice on resource implications for delivery and assessment, and provide range statements that take account of differences between codes of the racing industry.

### **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.

### **Employability skills**

This sub-section contains a statement that the unit contains employability skills.

### **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.

### **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 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
- the required underpinning knowledge and skills.

## Employability skills in units of competency

The detail and application of employability skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of employability skills which are incorporated into the relevant units of competency and qualifications.

Employability skills are not a discrete requirement contained in units of competency (as was the case with key competencies). Employability skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine employability skills requirements.

### How employability skills relate to the key competencies

The eight nationally agreed employability skills now replace the seven key competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of employability skills may find the following comparison useful.

| Employability Skills | Mayer Key Competencies              |
|----------------------|-------------------------------------|
| Communication        | Communicating ideas and information |

|                           |                                                                                        |
|---------------------------|----------------------------------------------------------------------------------------|
| Teamwork                  | Working with others and in teams                                                       |
| Problem solving           | Solving problems<br>Using mathematical ideas and techniques                            |
| Initiative and enterprise |                                                                                        |
| Planning and organising   | Collecting, analysing and organising information<br>Planning and organising activities |
| Self-management           |                                                                                        |
| Learning                  |                                                                                        |
| Technology                | Using technology                                                                       |

When analysing the above table it is important to consider the relationship and natural overlap of employability skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

### Explicitly embedding employability skills in units of competency

This Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills must be both explicit and embedded within units of competency. This means that employability skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to employability skills.

This Training Package also seeks to ensure that employability skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

### Employability Skills Framework

The following table contains the employability skills facets identified in the report *Employability Skills for the Future*. Copies of the report are available from the DEST website at: [http://www.dest.gov.au/archive/ty/publications/employability\\_skills/index.htm](http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm)

| Skill | Facets                                                                |
|-------|-----------------------------------------------------------------------|
|       | Aspects of the skill that employers identify as important. The nature |

|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                              | and application of these facets will vary depending on industry and job type.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Communication</b> that contributes to productive and harmonious relations across employees and customers. | <ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• negotiating responsively</li> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English.</li> </ul>                                             |
| <b>Teamwork</b> that contributes to productive working relationships and outcomes.                           | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback.</li> </ul>                                                                                                                          |
| <b>Problem solving</b> that contributes to productive outcomes.                                              | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                     |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | issues.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                     |  |
| <p><b>Initiative and enterprise</b> that contribute to innovative outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                     |  |
| <p><b>Planning and organising</b> that contribute to long and short-term strategic</p> <p><b>Sample unit of competency components showing employability skills</b></p> <p>The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various employability skills could be embedded in each component.</p> <p>Please note that in the example, the bracketed employability skills are provided for clarification only and would not be present in units of competency within this Training Package.</p> | <ul style="list-style-type: none"> <li>• managing time and priorities – setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting – weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships.</li> </ul> |                                                     |  |
| <table border="1"> <tr> <td><b>Unit title</b></td><td>Give formal presentations and take part in meetings</td></tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Unit title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Give formal presentations and take part in meetings |  |
| <b>Unit title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Give formal presentations and take part in meetings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                     |  |



|                             |                                                                                                                                                                               |  |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                             | <b>(communication)</b>                                                                                                                                                        |  |
| <b>Unit descriptor</b>      | This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change.<br><b>(initiative and enterprise)</b> |  |
| <b>Element</b>              | Proactively resolve issues.<br><b>(problem solving)</b>                                                                                                                       |  |
| <b>Performance criteria</b> | Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements.<br><b>(planning and organising)</b>              |  |
| <b>Range statement</b>      | Software applications may include email, internet, word processing, spreadsheet, database or accounting packages.<br><b>(technology)</b>                                      |  |
| <b>Required skills</b>      | Modify activities depending on differing workplace contexts, risk                                                                                                             |  |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>and knowledge</b>  | <p>situations and environments.<br/><b>(learning)</b></p> <p>Work collaboratively with others during a fire emergency.<br/><b>(teamwork)</b></p> <p>Instructions, procedures and other information relevant the maintenance of vessel and port security.<br/><b>(communication)</b></p>                                                                                                                                                  |  |
| <b>Evidence guide</b> | <p>Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:</p> <ul style="list-style-type: none"> <li>• assess response options to identified crime-prevention needs and determine the optimal action to be implemented</li> </ul> |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• in consultation with relevant others, design an initiative to address identified issues. <b>(initiative and enterprise)</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                 |
| <p><b>Employability Skills Summaries and units of competency</b></p> <p>An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to employability skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the employability skills requirements contained within units of competency.</p> <p>Employability Skills Summaries follow each qualification in the Qualifications Framework section of this volume.</p> <p>planning.</p> |                                                                                                                                                                                                                                                                                                 |
| <p><b>Self-management</b> that contributes to employee satisfaction and growth.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility.</li> </ul> |

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

## Appendices

### RGR08 Racing Training Package Volume Content

|                                                                                                                                   |                                                                                                                |                                                                                                  |                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Volume I</b><br><br>Preliminary Information<br><br>Qualifications Framework, including skill sets<br><br>Assessment Guidelines | <b>Volume II</b><br><br><b>Racing Performance Services</b><br><br>Harness and Thoroughbred units of competency | <b>Volume III</b><br><br><b>Racing Performance Services</b><br><br>Greyhound units of competency | <b>Volume IV</b><br><br><b>Racing Operations Services</b><br><br>Racing Administration, Racing Common, Stipendiary Steward, Track Maintenance and Racing Operations units of competency |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Overview of AQF qualifications in RGR08 Racing Training Package

|                 | Racing Performance Services     |                               | Racing Operations Services        |                           |                               |
|-----------------|---------------------------------|-------------------------------|-----------------------------------|---------------------------|-------------------------------|
|                 | Volume II<br>Horse              | Volume III<br>Greyhound       | Administration                    | Volume IV<br>Stewards     | Track Maintenance             |
| Certificate I   | RGR10108<br>Stablehand          |                               |                                   |                           |                               |
| Certificate II  | RGR20108<br>Stablehand          | RGR20208<br>Kennelhand        | RGR20308<br>Racing Administration |                           | RGR20408<br>Track Maintenance |
| Certificate III | RGR30108<br>Trackrider          |                               | RGR30308<br>Racing Administration | RGR30408<br>Cadet Steward | RGR30508<br>Track Maintenance |
|                 | RGR30208<br>Advanced Stablehand |                               |                                   |                           |                               |
| Certificate IV  | RGR40108<br>Racehorse Trainer   | RGR40408<br>Greyhound Trainer | RGR40508<br>Racing Administration | RGR40608<br>Steward       | RGR40708<br>Track Maintenance |
|                 | RGR40208<br>Jockey              |                               |                                   |                           |                               |
|                 | RGR40308<br>Harness Race Driver |                               |                                   |                           |                               |
| Diploma         | RGR50108<br>Racehorse Trainer   |                               | RGR50208<br>Racing Administration | RGR50308<br>Steward       | RGR50408<br>Track Management  |



## **RGR10108 Certificate I in Racing (Stablehand)**

### **Modification History**

Not Applicable

### **Description**

This qualification provides an avenue for pre-employment training for students in schools who are contemplating employment in the entry-level occupation of stablehand. These trainee stablehands demonstrate basic practical skills and work under constant supervision with horses that are well-educated, tractable and docile. Driving or riding skills can be acquired through optional electives.

A stablehand is a person who is employed in a harness or thoroughbred racing stable and whose prime function is to care for horses and meet their individual needs of feeding, grooming and keeping the environment safe, clean and hygienic. A stablehand at AQF level 1 works under the direction of a trainer or stable supervisor in performing routine tasks and only handles horses that are well-educated and tractable. The stablehand is also responsible for passing on messages and information to others in the stable.

### **Pathways Information**

#### **Pathways into the qualification**

Direct entry

#### **Pathways from the qualification**

RGR20108 Certificate II in Racing (Stablehand)

#### **Licensing considerations**

There are no specific licences that relate to this qualification.

#### **Australian Apprenticeships**

#### **Job roles**

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Communication                              | <ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• negotiating responsively</li> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul> |
| Teamwork                                   | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                              |
| Problem-solving                            | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |



**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <p>problems</p> <ul style="list-style-type: none"> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul> |
| Self-management           | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning                  | <ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <p>networking, IT and courses</p> <ul style="list-style-type: none"> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology | <ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                            |

**Packaging Rules****Packaging Rules**

Completion of five (5) units made up of three (3) core units and two (2) elective units.

**NOTE ON ELECTIVE UNITS**

- Two (2) elective units may be selected from the list below

**OR**

- One (1) unit may be selected from the list below **and** one (1) unit may be selected from units aligned to Certificates I or II in the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

**CORE UNITS**

|            |                                                                |
|------------|----------------------------------------------------------------|
| RGRCMN201A | Follow OHS procedures and observe environmental work practices |
| RGRPSH101A | Catch and handle quiet horses under supervision                |
| RGRPSH102A | Perform basic stable duties                                    |

**ELECTIVE UNITS**

**Packaging Rules**

|            |                                                                |
|------------|----------------------------------------------------------------|
| BSBCMM101A | Apply basic communication skills                               |
| BSBWOR202A | Organise and complete daily work activities                    |
| RGRCMN002A | Investigate job opportunities in racing and related industries |
| RGRPSH203A | Perform basic driving tasks                                    |
| RGRPSH205A | Perform basic riding tasks                                     |

## RGR20108 Certificate II in Racing (Stablehand)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of employees who work under supervision and in known routines but with a defined amount of responsibility and limited judgement.

A stablehand is a person who is employed in a harness or thoroughbred racing stable and whose prime function is to care for the animals and to meet their individual needs of feeding, grooming, exercising and transporting; as well as 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 stablehand works under the direction of a trainer or stable supervisor but is also able to act autonomously in certain situations requiring solutions to a limited range of problems or working 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 stablehand 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.

Competencies attained in the units packaged for this qualification will apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and a Certificate II in Racing (Stablehand) must contain a statement as follows:

'This qualification was achieved under the conditions operating in the [*insert relevant racing code - harness OR thoroughbred*] code of the racing industry.'

### Pathways Information

#### Pathways into the qualification

## RGR10108 Certificate I in Racing (Stablehand)

### Pathways from the qualification

RGR30208 Certificate III in Racing (Advanced Stablehand)

### Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

### Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                         |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                         |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                        |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li></ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>                                                                                                                                                                                                                                                          |
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                  |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul> |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> </ul>                                                                                                                                                                                                                                                                                                                                       |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul>                                                                                                              |
| Self-management | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning        | <ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology      | <ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

**Packaging Rules****Packaging Rules**

## Packaging Rules

Completion of thirteen (13) units made up of eleven (11) core units and two (2) elective units.

### RULES FOR ELECTIVE UNITS

- Two (2) units aligned to AQF levels 2 or 3 may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package. Selected units must be relevant to job outcomes in the racing industry.

### CORE UNITS

|            |                                                                |
|------------|----------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols          |
| RGRCMN002A | Investigate job opportunities in racing and related industries |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices |
| RGRCMN202A | Achieve requirements for industry induction                    |
| RGRPSH201A | Handle horses                                                  |
| RGRPSH202A | Assist with transportation of horses                           |
| RGRPSH207A | Perform stable duties                                          |
| RGRPSH208A | Attend horses at trackwork                                     |
| RGRPSH209A | Attend horses at race meetings and trials                      |
| HLTFA301B  | Apply first aid                                                |
| PUACOM001C | Communicate in the workplace                                   |

### ELECTIVE UNITS

|            |                                    |
|------------|------------------------------------|
| RGRCMN003A | Manage personal health and fitness |
| RGRPSH203A | Perform basic driving tasks        |
| RGRPSH204A | Prepare to drive jog work          |
| RGRPSH205A | Perform basic riding tasks         |
| RGRPSH206A | Develop riding skills for flatwork |
| BSBITU203A | Communicate electronically         |



## RGR20213 Certificate II in Racing (Greyhound)

### Modification History

| Release | TP Version | Comments                                                   |
|---------|------------|------------------------------------------------------------|
| 1       | RGR08v2    | Initial release. Supersedes and is equivalent to RGR20208. |

### Description

This qualification reflects the role of employees who work under supervision and in known routines but with a defined amount of responsibility and limited judgement.

An attendant is a person who is employed in a greyhound racing kennel 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. Attendants work under the direction of a greyhound trainer or kennel supervisor but are also able to act autonomously in certain situations requiring solutions to a limited range of problems or working as part of a team.

It should be noted that duties involve caring for racing greyhounds 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 an attendant 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 exercising in public areas or leading on a racecourse.

### Pathways Information

#### Pathways into the qualification

#### Pathways from the qualification

#### Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

#### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |
| Teamwork                                   | <ul style="list-style-type: none"><li>• working across different ages irrespective of gender, race, religion or political persuasion</li><li>• working as an individual and as a member of a team</li><li>• knowing how to define a role as part of the team</li></ul>                                                                                                                                                                                                                                                                                                    |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                           |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul> |
| Self-management           | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

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

**Packaging Rules****Packaging Rules**

Completion of fourteen (14) units made up of twelve (12) core units and two (2) elective units.

**RULES FOR ELECTIVE UNITS**

- Two (2) units packaged at AQF levels 2 or 3 may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

**CORE UNITS**

RGRCMN001A      Comply with the rules of racing and related protocols

**Packaging Rules**

|            |                                                                |
|------------|----------------------------------------------------------------|
| RGRCMN002A | Investigate job opportunities in racing and related industries |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices |
| RGRCMN202A | Achieve requirements for industry induction                    |
| RGRPSG201A | Handle greyhounds                                              |
| RGRPSG202A | Transport greyhounds                                           |
| RGRPSG203A | Perform kennel duties                                          |
| RGRPSG204A | Attend greyhounds during exercise routines                     |
| RGRPSG205A | Attend greyhounds at race meetings                             |
| RGRPSG206A | Perform duties of greyhound catcher                            |
| HLTFA301B  | Apply first aid                                                |
| PUACOM001C | Communicate in the workplace                                   |

**ELECTIVE UNITS**

|            |                                                          |
|------------|----------------------------------------------------------|
| RGRPSG302A | Assess health and provide first aid for greyhounds       |
| RGRPSG303A | Determine nutritional requirements for racing greyhounds |
| RGRPSG304A | Participate in greyhound inquiries and appeals           |
| RGRCMN003  | Manage personal health and fitness                       |
| BSBITU203A | Communicate electronically                               |
| SRXGRO002A | Deal with conflict                                       |

## RGR20308 Certificate II in Racing Services (Racing Administration)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 3       | RGR08v2    | Updated superseded equivalent units |
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of employees who work under supervision in known routines but with a defined amount of responsibility and limited judgement. The employee works under the direction of a supervisor but is also able to act autonomously in certain situations requiring solutions to a limited range of problems or working as part of a team.

While they may not be required to handle horses or greyhounds, employees with this qualification are often required to work close to race animals. For their own safety, the safety of others and the safety of animals, employees must be aware of potential risks and hazards associated with animal behaviour.

### Pathways Information

#### Pathways into the qualification

#### Pathways from the qualification

RGR30308 Certificate III in Racing Services (Racing Administration)

#### Licensing considerations

There are no specific licences that relate to this qualification.

#### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |
| Teamwork                                   | <ul style="list-style-type: none"><li>• working across different ages irrespective of gender, race, religion or political persuasion</li><li>• working as an individual and as a member of a team</li><li>• knowing how to define a role as part of the team</li><li>• applying teamwork to a range of situations e.g. futures planning</li></ul>                                                                                                                                                                                                                         |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>and crisis problem solving</li> <li>identifying the strengths of team members</li> <li>coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Problem-solving           | <ul style="list-style-type: none"> <li>developing creative, innovative and practical solutions</li> <li>showing independence and initiative in identifying and solving problems</li> <li>solving problems in teams</li> <li>applying a range of strategies to problem solving</li> <li>using mathematics, including budgeting and financial management to solve problems</li> <li>applying problem-solving strategies across a range of areas</li> <li>testing assumptions, taking into account the context of data and circumstances</li> <li>resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>adapting to new situations</li> <li>developing a strategic, creative and long-term vision</li> <li>being creative</li> <li>identifying opportunities not obvious to others</li> <li>translating ideas into action</li> <li>generating a range of options</li> <li>initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul> |
| Self-management           | <ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> <li>having knowledge and confidence in own ideas and visions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

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

**Packaging Rules****Packaging Rules**

Completion of fifteen (15) units made up of four (4) core and eleven (11) electives.

**RULES FOR ELECTIVE UNITS**

- a minimum of one (1) unit from Group A
- a minimum of five (5) units from Group C
- a minimum of three (3) units from Groups A, C, D or E
- a maximum of two (2) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

For a Certificate II in Racing Services (Racing Administration) at least eight (8) of the

## Packaging Rules

units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

Electives may be selected from any of the listed groups A, C, D and E. Refer to Volume IV for the group listings.

The electives can be chosen from any AQF level however they should complement Certificate II qualification requirements.

Ideally electives should be chosen as part of the individual training plan for a learner so that they provide skills and knowledge development that is relevant to their employment or future promotion. In some cases an individual training plan may include a mixture of units for those who work in more than one specialist area.

### CORE UNITS

|            |                                                                |
|------------|----------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocol           |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices |
| RGRCMN202A | Achieve requirements for industry induction                    |
| HLTFA301B  | Apply first aid                                                |

### GROUP A UNITS - RACING COMMON

|             |                                                              |
|-------------|--------------------------------------------------------------|
| RGRCMN002A  | Investigate job opportunities in racing and related industry |
| RGRCMN003A  | Manage personal health and fitness                           |
| RGRTRK402A  | Relate animal welfare to track and environmental conditions  |
| AHCBIO202A  | Follow site quarantine procedures                            |
| PUACOM001C  | Communicate in the workplace                                 |
| SISXEMR201A | Respond to emergency situations                              |
| SRSCOP001B  | Prepare for public speaking                                  |

### GROUP C UNITS - RACING ADMINISTRATION

|            |                                             |
|------------|---------------------------------------------|
| BSBCUS201B | Deliver a service to customers              |
| BSBINM201A | Process and maintain workplace information  |
| BSBWOR202A | Organise and complete daily work activities |

**Packaging Rules**

|            |                                                 |
|------------|-------------------------------------------------|
| BSBWOR203B | Work effectively with others                    |
| BSBWOR204A | Use business technology                         |
| BSBWRT301A | Write simple documents                          |
| SITHFAB201 | Provide responsible service of alcohol          |
| SRXGRO002A | Deal with conflict                              |
| THTFME09A  | Develop and update knowledge of protocol events |

## RGR20408 Certificate II in Racing Services (Track Maintenance)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of employees who work under supervision in known routines but with a defined amount of responsibility and limited judgement. Work responsibilities cover the maintenance and repair of racing tracks, gardens and other facilities as well as the use of tools and machinery. The employee works under the direction of a supervisor but is also able to act autonomously in certain situations requiring solutions to a limited range of problems or working as part of a team.

Employees with this qualification may be required to handle greyhounds or horses in emergency situations and assist in marshalling prior to racing (depending on the individual's training plan).

### Pathways Information

#### Pathways into the qualification

#### Pathways from the qualification

RGR30508 Certificate III in Racing Services (Track Maintenance)

#### Licensing considerations

There are no specific licences that relate to this qualification.

#### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

#### Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

### EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |
| Teamwork                                   | <ul style="list-style-type: none"><li>• working across different ages irrespective of gender, race, religion or political persuasion</li><li>• working as an individual and as a member of a team</li><li>• knowing how to define a role as part of the team</li><li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li><li>• identifying the strengths of team members</li><li>• coaching and mentoring skills, including giving feedback</li></ul>                                                                       |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                           |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul> |
| Self-management           | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning                  | <ul style="list-style-type: none"> <li>• managing own learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <ul style="list-style-type: none"> <li>contributing to the learning community at the workplace</li> <li>using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>having enthusiasm for ongoing learning</li> <li>being willing to learn in any setting - on and off the job</li> <li>being open to new ideas and techniques</li> <li>being prepared to invest time and effort in learning new skills</li> <li>acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology | <ul style="list-style-type: none"> <li>having a range of basic IT skills</li> <li>applying IT as a management tool</li> <li>using IT to organise data</li> <li>being willing to learn new IT skills</li> <li>having the OHS knowledge to apply technology</li> <li>having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |

**Packaging Rules****Packaging Rules**

Completion of sixteen (16) units made up of four (4) core and twelve (12) elective units.

**RULES FOR ELECTIVE UNITS**

- a minimum of one (1) unit from Group A
- a minimum of seven (7) units from Group D
- a minimum of two (2) units from Groups A, C, D or E
- a maximum of two (2) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

For a Certificate II in Racing Services (Track Maintenance) at least nine (9) of the units selected to make up this qualification must be aligned clearly to Certificate II

## Packaging Rules

outcomes.

Electives may be selected from any of the listed groups A, C, D and E. Refer to Volume IV for the group listings.

The electives can be chosen from any AQF level however they should complement Certificate II qualification requirements.

Ideally electives should be chosen as part of the individual training plan for a learner so that they provide skills and knowledge development that is relevant to their employment or future promotion. In some cases an individual training plan may include a mixture of units for those who work in more than one specialist area.

### CORE UNITS

|            |                                                                |
|------------|----------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocol           |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices |
| RGRCMN202A | Achieve requirements for industry induction                    |
| HLTFA301B  | Apply first aid                                                |

### GROUP A UNITS - RACING COMMON

|             |                                                              |
|-------------|--------------------------------------------------------------|
| RGRCMN002A  | Investigate job opportunities in racing and related industry |
| RGRCMN003A  | Manage personal health and fitness                           |
| RGRTRK402A  | Relate animal welfare to track and environmental conditions  |
| AHCBIO201A  | Follow site quarantine procedures                            |
| PUACOM001C  | Communicate in the workplace                                 |
| SISXEMR201A | Respond to emergency situations                              |

### GROUP D UNITS - TRACK MAINTENANCE

|            |                                                                 |
|------------|-----------------------------------------------------------------|
| RGRPSG201A | Handle greyhounds                                               |
| RGRPSH201A | Handle horses                                                   |
| RGRTRK303A | Provide emergency animal assistance                             |
| AHCBIO301A | Work effectively in an emergency disease or plant pest response |
| AHCCHM201A | Apply chemicals under supervision                               |



**Packaging Rules**

|            |                                                         |
|------------|---------------------------------------------------------|
| AHCINF203A | Maintain properties and structures                      |
| AHCIRG202A | Assist with the operation of pressurised irrigation     |
| AHCMOM204A | Undertake operational maintenance of machinery          |
| AHCMOM205A | Operate vehicles                                        |
| AHCMOM304A | Operate machinery and equipment                         |
| AHCPGD201A | Plant trees and shrubs                                  |
| AHCPMG201A | Treat weeds                                             |
| AHCPMG202A | Treat plant pests, diseases and disorders               |
| AHCSOL201A | Determine basic properties of soil and/or growing media |
| AHCWRK201A | Observe and report on weather                           |
| HLTGM202B  | Use hand and power tools                                |
| HLTGM305B  | Maintain pool environments                              |
| THTGTM01B  | Carry out general maintenance                           |
| THTGTM02B  | Carry out grounds maintenance                           |

## RGR30108 Certificate III in Racing (Trackrider)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 3       | RGR08v2    | Corrected typographical error       |
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

The qualification covers the role of self-employed or employed persons 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 independently engaged or employed to exercise thoroughbred horses on the instruction of a trainer. The duties require judgement and the ability to communicate information concerning horse health, performance and temperament accurately to the trainer as well as high level riding skills and the ability to interpret and relay information covering a variety of circumstances.

### Pathways Information

#### Pathways into the qualification

#### Pathways from the qualification

RGR40208 Certificate IV in Racing (Jockey) RGR40308 Certificate IV in Racing (Harness Race Driver)

#### Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

#### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |
| Teamwork                                   | <ul style="list-style-type: none"><li>• working across different ages irrespective of gender, race, religion or political persuasion</li><li>• working as an individual and as a member of a team</li><li>• knowing how to define a role as part of the team</li><li>• applying teamwork to a range of situations e.g. futures planning</li></ul>                                                                                                                                                                                                                         |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>and crisis problem solving</li> <li>identifying the strengths of team members</li> <li>coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Problem-solving           | <ul style="list-style-type: none"> <li>developing creative, innovative and practical solutions</li> <li>showing independence and initiative in identifying and solving problems</li> <li>solving problems in teams</li> <li>applying a range of strategies to problem solving</li> <li>using mathematics, including budgeting and financial management to solve problems</li> <li>applying problem-solving strategies across a range of areas</li> <li>testing assumptions, taking into account the context of data and circumstances</li> <li>resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>adapting to new situations</li> <li>developing a strategic, creative and long-term vision</li> <li>being creative</li> <li>identifying opportunities not obvious to others</li> <li>translating ideas into action</li> <li>generating a range of options</li> <li>initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul> |
| Self-management           | <ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> <li>having knowledge and confidence in own ideas and visions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

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

**Packaging Rules****Packaging Rules**

Completion of nineteen (19) units made up of sixteen (16) core units and three (3) elective units.

**RULES FOR ELECTIVE UNITS**

- a maximum of three (3) units may be selected from units aligned to Certificates II, III or IV in the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

**CORE UNITS**

RGRCMN001A      Comply with the rules of racing and related protocol

**Packaging Rules**

|            |                                                                |
|------------|----------------------------------------------------------------|
| RGRCMN003A | Manage personal health and fitness                             |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices |
| RGRCMN202A | Achieve requirements for industry induction                    |
| RGRPSH201A | Handle horses                                                  |
| RGRPSH202A | Assist with transportation of horses                           |
| RGRPSH205A | Perform basic riding tasks                                     |
| RGRPSH206A | Develop riding skills for flatwork                             |
| RGRPSH207A | Perform stable duties                                          |
| RGRPSH208A | Attend horses at trackwork                                     |
| RGRPSH304A | Identify factors that affect racehorse performance             |
| RGRPSH306A | Develop basic trackwork riding skills                          |
| RGRPSH307A | Exercise horses in pacework                                    |
| RGRPSH404A | Ride horses at trackwork                                       |
| HLTFA301B  | Apply first aid                                                |
| PUACOM001C | Communicate in the workplace                                   |

**ELECTIVE UNITS**

|            |                                                           |
|------------|-----------------------------------------------------------|
| RGRPSH209A | Attend horses at race meetings and trials                 |
| RGRPSH301A | Implement stable operations                               |
| RGRPSH309A | Implement feeding programs for racehorses under direction |
| RGRPSH310A | Prepare for self-management in racing                     |
| RGRPSH405A | Ride horses in jump outs                                  |
| RGRPSH406A | Develop riding skills for jumping racing                  |
| RGRPSH407A | Educate thoroughbred horses for racing                    |
| RGRPSH414A | Ride horses in trials                                     |
| RGRPSH420A | Participate in implementing racehorse exercise programs   |
| BSBITU203A | Communicate electronically                                |
| SRXGRO002A | Deal with conflict                                        |

## RGR30208 Certificate III in Racing (Advanced Stablehand)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification 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 stablehand (sometimes referred to as stable foreman) is a person who is in charge of daily operations in a harness or thoroughbred 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 stablehand works to the delegated instructions of a trainer who has overall responsibility for the enterprise. There is a degree of autonomy within the delegation, for example an advanced stablehand is permitted under the rules of racing to act for the trainer on race days and when operating as a foreman in the stable environment directs and coordinates one or more stablehands.

Competencies attained in the units packaged for this qualification will apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied, they will relate to the harness or thoroughbred code and a Certificate III in Racing (Advanced Stablehand) must contain a statement as follows:

'This qualification was achieved under the conditions operating in the [*insert relevant racing code - harness OR thoroughbred*] code of the racing industry.'

### Pathways Information

#### Pathways into the qualification

RGR20108 Certificate II in Racing (Stablehand)

## Pathways from the qualification

### Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

### Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                         |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li></ul> |



**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                  |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul> |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> </ul>                                                                  |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| Self-management | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning        | <ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology      | <ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

**Packaging Rules****Packaging Rules**

Completion of twenty two (22) units made up of nineteen (19) core units and three (3) elective units.

**RULES FOR ELECTIVE UNITS**

## Packaging Rules

- a maximum of three (3) units aligned to AQF levels 3 or 4 may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

## CORE UNITS

|             |                                                                |
|-------------|----------------------------------------------------------------|
| RGRCMN201A  | Follow OHS procedures and observe environmental work practices |
| RGRCMN001A  | Comply with the rules of racing and related protocols          |
| RGRCMN202A  | Achieve requirements for industry induction                    |
| RGRPSH201A  | Handle horses                                                  |
| RGRPSH202A  | Assist with transportation of horses                           |
| RGRPSH207A  | Perform stable duties                                          |
| RGRPSH208A  | Attend horses at trackwork                                     |
| RGRPSH209A  | Attend horses at race meetings and trials                      |
| RGRPSH301A  | Implement stable operations                                    |
| RGRPSH302A  | Supervise handling of horses                                   |
| RGRPSH303A  | Supervise transportation of horses                             |
| RGRPSH304A  | Identify factors that affect racehorse performance             |
| RGRPSH308A  | Provide first aid and emergency care for horses                |
| RGRPSH309A  | Implement feeding programs for racehorses under direction      |
| CPPSEC3004A | Lead small teams in the security industry                      |
| HLTFA301B   | Apply first aid                                                |
| PUACOM001C  | Communicate in the workplace                                   |
| SISXEMR201A | Respond to emergency situations                                |
| SRXGRO002A  | Deal with conflict                                             |

## ELECTIVE UNITS

|            |                                    |
|------------|------------------------------------|
| RGRCMN003A | Manage personal health and fitness |
| RGRPSH203A | Perform basic driving tasks        |
| RGRPSH204A | Prepare to drive jog work          |
| RGRPSH205A | Perform basic riding tasks         |
| RGRPSH206A | Develop riding skills for flatwork |

**Packaging Rules**

|            |                                                         |
|------------|---------------------------------------------------------|
| RGRPSH305A | Develop driving skills for trackwork                    |
| RGRPSH306A | Develop basic trackwork riding skills                   |
| RGRPSH420A | Participate in implementing racehorse exercise programs |
| BSBITU203A | Communicate electronically                              |

## RGR30308 Certificate III in Racing Services (Racing Administration)

### Modification History

| Release | TP Version | Comments                                                                                                       |
|---------|------------|----------------------------------------------------------------------------------------------------------------|
| 3       | RGR08v2    | Updated superseded equivalent units.                                                                           |
| 2       | RGR08v1.1  | Updated superseded equivalent units. Fixed error in packaging rules that identified wrong choice of core units |
| 1       | RGR08      | Initial release                                                                                                |

### Description

This qualification reflects the role of persons who are responsible for organising their own work within known routines. Work responsibilities cover general office administration conducted under racing-specific protocols and procedures. A range of well-developed skills involving judgement and problem solving with some theoretical knowledge is required.

While they may not be required to handle horses or greyhounds, employees with this qualification are often required to work close to race animals. For their own safety, the safety of others and the safety of animals, employees must be aware of potential risks and hazards associated with animal behaviour.

### Pathways Information

#### Pathways into the qualification

RGR20308 Certificate II in Racing Services (Racing Administration)

#### Pathways from the qualification

RGR40508 Certificate IV in Racing Services (Racing Administration)

### Licensing considerations

There are no specific licences that relate to this qualification.

## Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |
| Teamwork                                   | <ul style="list-style-type: none"><li>• working across different ages irrespective of gender, race, religion or political persuasion</li><li>• working as an individual and as a member of a team</li></ul>                                                                                                                                                                                                                                                                                                                                                               |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                           |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul> |
| Self-management           | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

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

**Packaging Rules****Packaging Rules**

Completion of twenty (20) units made up of four (4) core and sixteen (16) elective units.

**RULES FOR ELECTIVE UNITS**

- a minimum of one (1) unit from Group A
- a minimum of ten (10) units from Group C
- a minimum of two (2) units from Groups A, C, D or E
- a maximum of three (3) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

For a Certificate III in Racing Services (Racing Administration) at least twelve (12) of



**Packaging Rules**

the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

**CORE UNITS**

|            |                                                                          |
|------------|--------------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                    |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices <b>OR</b> |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices     |
| RGRCMN202A | Achieve requirements for industry induction                              |
| HLTFA301B  | Apply first aid                                                          |

**GROUP A UNITS - RACING COMMON**

|             |                                                                |
|-------------|----------------------------------------------------------------|
| RGRCMN002A  | Investigate job opportunities in racing and related industries |
| RGRCMN003A  | Manage personal health and fitness                             |
| RGRTRK402A  | Relate animal welfare to track and environmental conditions    |
| AHCBIO202A  | Follow site quarantine procedures                              |
| PUACOM001C  | Communicate in the workplace                                   |
| SISXEMR201A | Respond to emergency situations                                |

**GROUP C UNITS - RACING ADMINISTRATION**

|            |                                                   |
|------------|---------------------------------------------------|
| RGRADM301A | Assist with race meeting operations               |
| RGRADM302A | Supervise use of track and race club facilities   |
| RGRADM402A | Prepare for race meeting special events           |
| BSBCUS301B | Deliver and monitor a service to customers        |
| BSBDIV301A | Work effectively with diversity                   |
| BSBFIA301A | Maintain financial records                        |
| BSBINM301A | Organise workplace information                    |
| BSBITU301A | Create and use databases                          |
| BSBITU306A | Design and produce business documents             |
| BSBMKG414A | Undertake marketing activities                    |
| BSBWOR204A | Use business technology                           |
| BSBWOR301B | Organise personal work priorities and development |

**Packaging Rules**

|            |                                                        |
|------------|--------------------------------------------------------|
| BSBWRT301A | Write simple documents                                 |
| SITHFAB201 | Provide responsible service of alcohol                 |
| SRXEVT007B | Manage spectators at an event or program               |
| SRXGRO002A | Deal with conflict                                     |
| THTFME07A  | Organise and monitor infrastructure for outdoor events |
| THTFME09A  | Develop and update knowledge of protocol events        |

## RGR30408 Certificate III in Racing Services (Cadet Steward)

### Modification History

| Release | TP Version | Comments                                         |
|---------|------------|--------------------------------------------------|
| 3       | RGR08v2    | Corrected typographical error in packaging rules |
| 2       | RGR08v1.1  | Updated superseded equivalent units              |
| 1       | RGR08      | Initial release                                  |

### Description

This qualification reflects the role of persons who are responsible for organising their own work within known routines. Work responsibilities are undertaken within regulatory and integrity services operations in racing; a high degree of confidentiality and discretion is required in job functions.

Employees with this qualification need to be confident about moving in close proximity to racing horses or greyhounds and to be able to identify safe and unsafe methods of handling by others, as well as recognising approved and non-approved racing gear and equipment and legal and illegal racing tactics.

Knowledge of the rules of racing, racing protocols, animal welfare and duty of care requirements is also considered essential. A range of well-developed skills involving judgement and problem solving with some theoretical knowledge is required.

### Pathways Information

#### Pathways into the qualification

This qualification may be accessed by direct entry.

RGR20308 Certificate II in Racing Services (Racing Administration)

#### Pathways from the qualification

Further training pathways from this qualification include, but are not limited to RGR40608 Certificate IV Racing Services (Steward)

## Licensing considerations

There are no specific licences that relate to this qualification.

## Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li></ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>speaking and writing in languages other than English</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Teamwork                  | <ul style="list-style-type: none"> <li>working across different ages irrespective of gender, race, religion or political persuasion</li> <li>working as an individual and as a member of a team</li> <li>knowing how to define a role as part of the team</li> <li>applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>identifying the strengths of team members</li> <li>coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                |
| Problem-solving           | <ul style="list-style-type: none"> <li>developing creative, innovative and practical solutions</li> <li>showing independence and initiative in identifying and solving problems</li> <li>solving problems in teams</li> <li>applying a range of strategies to problem solving</li> <li>using mathematics, including budgeting and financial management to solve problems</li> <li>applying problem-solving strategies across a range of areas</li> <li>testing assumptions, taking into account the context of data and circumstances</li> <li>resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>adapting to new situations</li> <li>developing a strategic, creative and long-term vision</li> <li>being creative</li> <li>identifying opportunities not obvious to others</li> <li>translating ideas into action</li> <li>generating a range of options</li> <li>initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> </ul> |

| <b>EMPLOYABILITY SKILLS QUALIFICATION SUMMARY</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <ul style="list-style-type: none"> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Self-management                                   | <ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> <li>having knowledge and confidence in own ideas and visions</li> <li>articulating own ideas and visions</li> <li>taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Learning                                          | <ul style="list-style-type: none"> <li>managing own learning</li> <li>contributing to the learning community at the workplace</li> <li>using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>having enthusiasm for ongoing learning</li> <li>being willing to learn in any setting - on and off the job</li> <li>being open to new ideas and techniques</li> <li>being prepared to invest time and effort in learning new skills</li> <li>acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology                                        | <ul style="list-style-type: none"> <li>having a range of basic IT skills</li> <li>applying IT as a management tool</li> <li>using IT to organise data</li> <li>being willing to learn new IT skills</li> <li>having the OHS knowledge to apply technology</li> <li>having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |

## Packaging Rules

| <b>Packaging Rules</b>                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Completion of twenty (20) units made up of four (4) core units and sixteen (16) elective units.</p> <p><b>RULES FOR ELECTIVE UNITS</b></p> <ul style="list-style-type: none"> <li>a minimum of four (4) units from Group A</li> <li>a minimum of seven (7) units from Group B</li> </ul> |

## Packaging Rules

- a minimum of two (2) units from Groups A, B or C
- a maximum of three (3) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

For a Certificate III in Racing Services (Cadet Steward) at least twelve (12) of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

## CORE UNITS

|            |                                                                      |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN202A | Achieve requirements for industry induction                          |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| HLTFA301B  | Apply first aid                                                      |

## GROUP A UNITS - RACING COMMON

|             |                                                                |
|-------------|----------------------------------------------------------------|
| RGRCMN002A  | Investigate job opportunities in racing and related industries |
| RGRCMN003A  | Manage personal health and fitness                             |
| AHCBIO202A  | Follow site quarantine procedures                              |
| PUACOM001C  | Communicate in the workplace                                   |
| SISXEMR201A | Respond to emergency situations                                |
| SRSCOP001B  | Prepare for public speaking                                    |

## GROUP B UNITS - STEWARD

|            |                                                     |
|------------|-----------------------------------------------------|
| RGRPSG201A | Handle greyhounds                                   |
| RGRPSH201A | Handle horses                                       |
| RGRROP301A | Perform ear branding and marking up of greyhounds   |
| RGRSTD301A | Perform duties of cadet steward                     |
| RGRSTD302A | Interpret wagering trends                           |
| RGRSTD303A | Assess racing gear suitability and safety           |
| RGRSTD408A | Analyse race performance                            |
| RGRSWA301A | Collect non-blood samples from greyhounds or horses |
| RGRSWA302A | Collect non-blood samples from racing personnel     |
| RGRTRK303A | Provide emergency animal assistance                 |

**Packaging Rules**

PRISIS306A Gather information by factual investigation

PSPREG410B Give evidence

TLIC107C Drive vehicle

**GROUP C UNITS - RACING ADMINISTRATION**

BSBDIV301A Work effectively with diversity

BSBWOR204A Use business technology

BSBWOR301B Organise personal work priorities and development

BSBWRT301A Write simple documents

SRSOGP014A Develop activity rules and regulations

SRXGRO002A Deal with conflict

THTFME09A Develop and update knowledge of protocol events



## RGR30508 Certificate III in Racing Services (Track Maintenance)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of persons who are responsible for organising their own work within known routines. Work responsibilities cover the maintenance and repair of racing tracks, gardens and other facilities as well as the use of tools and machinery.

Employees will be expected to demonstrate knowledge of the impact of track and environmental conditions on racing animal welfare.

Employees may be required to handle greyhounds or horses in emergency situations and assist in marshalling prior to racing (depending on the individual's training plan).

A range of well-developed skills involving judgement and problem solving with some theoretical knowledge is required.

### Pathways Information

#### Pathways into the qualification

RGR20408 Certificate II in Racing Services (Track Maintenance)

#### Pathways from the qualification

RGR40708 Certificate IV in Racing Services (Track Maintenance)

### Licensing considerations

There are no specific licences that relate to this qualification.

## Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |
| Teamwork                                   | <ul style="list-style-type: none"><li>• working across different ages irrespective of gender, race,</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>religion or political persuasion</li> <li>working as an individual and as a member of a team</li> <li>knowing how to define a role as part of the team</li> <li>applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>identifying the strengths of team members</li> <li>coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Problem-solving           | <ul style="list-style-type: none"> <li>developing creative, innovative and practical solutions</li> <li>showing independence and initiative in identifying and solving problems</li> <li>solving problems in teams</li> <li>applying a range of strategies to problem solving</li> <li>using mathematics, including budgeting and financial management to solve problems</li> <li>applying problem-solving strategies across a range of areas</li> <li>testing assumptions, taking into account the context of data and circumstances</li> <li>resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>adapting to new situations</li> <li>developing a strategic, creative and long-term vision</li> <li>being creative</li> <li>identifying opportunities not obvious to others</li> <li>translating ideas into action</li> <li>generating a range of options</li> <li>initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

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

**Packaging Rules****Packaging Rules**

Completion of twenty (20) units made up of five (5) core and fifteen (15) elective units.

**RULES FOR ELECTIVE UNITS**

- a minimum of ten (10) units from Group D
- a minimum of two (2) units from Groups A, C, D or E
- a maximum of three (3) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

## Packaging Rules

For a Certificate III in Racing Services (Track Maintenance) at least twelve (12) of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Electives may be selected from any of the listed groups A, C, D and E. Refer to Volume IV for the group listings.

The electives can be chosen from any AQF level however they should complement Certificate III qualification requirements.

Ideally electives should be chosen as part of the individual training plan for a learner so that they provide skills and knowledge development that is relevant to their employment or future promotion. In some cases an individual training plan may include a mixture of units for those who work in more than one specialist area.

## CORE UNITS

|            |                                                                          |
|------------|--------------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                    |
| RGRCMN002A | Investigate job opportunities in racing and related industries           |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices <b>OR</b> |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices     |
| RGRCMN202A | Achieve requirements for industry induction                              |
| HLTFA301B  | Apply first aid                                                          |

## GROUP D - TRACK MAINTENANCE

|            |                                                                 |
|------------|-----------------------------------------------------------------|
| RGRADM302A | Service use of track and race club facilities                   |
| RGRPSG201A | Handle greyhounds                                               |
| RGRPSH201A | Handle horses                                                   |
| RGRTRK301A | Assist with race meeting track management                       |
| RGRTRK302A | Maintain specialised non-turf track surfaces for racing         |
| RGRTRK303A | Provide emergency animal assistance                             |
| AHCBIO301A | Work effectively in an emergency disease or plant pest response |
| AHCCHM303A | Prepare and apply chemicals                                     |
| AHCCHM304A | Transport, handle and store chemicals                           |

**Packaging Rules**

|            |                                                           |
|------------|-----------------------------------------------------------|
| AHCIRG302A | Install irrigation systems                                |
| AHCIRG305A | Operate pressurised irrigation systems                    |
| AHCIRG306A | Troubleshoot irrigation systems                           |
| AHCMOM301A | Coordinate machinery and equipment maintenance and repair |
| AHCMOM305A | Operate specialised machinery and equipment               |
| AHCPGD301A | Implement a plant establishment program                   |
| AHCPGD304A | Implement a landscape maintenance program                 |
| AHCPMG301A | Control weeds                                             |
| AHCPMG302A | Control plant pests, diseases and disorders               |
| AHCSOL201A | Determine basic properties of soil and/or growing media   |
| AHCSOL401A | Sample soils and interpret results                        |
| AHCTRF304A | Monitor turf health                                       |
| AHCTRF305A | Renovate sports turf                                      |
| AHCWRK201A | Observe and report on weather                             |
| AHCWRK302A | Monitor weather conditions                                |
| AHCWRK305A | Coordinate work site activities                           |
| HLTGM202B  | Use hand and power tools                                  |
| HLTGM305B  | Maintain pool environments                                |
| THTGTM01B  | Carry out general maintenance                             |
| THTGTM02B  | Carry out grounds maintenance                             |

## RGR40108 Certificate IV in Racing (Racehorse Trainer)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 3       | RGR08v2    | Corrected typographical error       |
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification 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 racehorse trainer is a person who is licensed to operate a business that trains horses under racing industry regulated licensing criteria for the purpose of competing in industry-regulated events. The trainer is responsible for the care, 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 that enable performance of all tasks and duties associated with running a racing establishment, including managing staff, finances and equipment. The trainer is required to solve unpredictable problems by the analysis and evaluation of information and demonstrate broad knowledge in a variety of contexts. Knowledge of industry rules and legal procedures is essential.

Competencies attained in the units packaged for this qualification will apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and a Certificate IV in Racing (Racehorse Trainer) must contain a statement as follows:

'This qualification was achieved under the conditions operating in the [*insert relevant racing code - harness OR thoroughbred*] code of the racing industry.'

### Pathways Information

#### Pathways into the qualification

RGR30108 Certificate III in Racing (Trackrider)

## Pathways from the qualification

RGR50108 Diploma of Racing (Racehorse Trainer)

## Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

## Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Description

## Entry Requirements

### Entry requirements

To undertake this qualification the candidate will have extensive industry-relevant experience in the care, welfare and management of horses. Before commencing this qualification, candidates must be able to demonstrate that they have the appropriate skills and knowledge commensurate with RGR30208 Certificate III in Racing (Advanced Stablehand).

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                         |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                         |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                        |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li></ul> |



**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>                                                                                                                                                                                                                         |
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                  |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul> |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul>                                          |
| Self-management | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning        | <ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology      | <ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

## Packaging Rules

### Packaging Rules

Completion of fifteen (15) units made up of seven (7) core units and eight (8) elective units.

### RULES FOR ELECTIVE UNITS

- Of the eight (8) elective units, a maximum of two (2) units aligned to AQF level 5 may be selected.

Ideally electives should be chosen as part of the individual training plan for a learner so that they provide progressive skills and knowledge development that is relevant to their business and career progression.

### CORE UNITS

|            |                                                                      |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRPSH408A | Manage horse health and welfare                                      |
| RGRPSH417A | Participate in protests, inquiries and appeals                       |
| RGRPSH421A | Operate horse racing training business                               |
| RGRPSH503A | Trial and race horses                                                |
| BSBSMB407A | Manage a small team                                                  |

### ELECTIVE UNITS

|            |                                                                                  |
|------------|----------------------------------------------------------------------------------|
| RGRCMN402A | Participate in media interviews for racing                                       |
| RGRPSH301A | Implement stable operations                                                      |
| RGRPSH302A | Supervise handling of horses                                                     |
| RGRPSH401A | Relate anatomical and physiological features to the care and treatment of horses |
| RGRPSH409A | Determine nutritional requirements for racing horses                             |
| RGRPSH420A | Participate in implementing racehorse exercise programs                          |
| RGRPSH422A | Promote and maintain business arrangements with racehorse owners                 |
| RGRPSH423A | Train horses for jumping racing                                                  |
| RGRPSH501A | Plan and adapt training conditioning programs for racehorses                     |
| RGRPSH502A | Plan and implement education of horses for racing                                |

**Packaging Rules**

|                                  |                                                                           |
|----------------------------------|---------------------------------------------------------------------------|
| RGRPSH504A                       | Develop systems and records for horse racing business training operations |
| RGRPSH505A                       | Select horses for racing                                                  |
| RGRTRK402A                       | Relate animal welfare to track and environmental conditions               |
| AHCHBR307A                       | Assess suitability of horses for stock work                               |
| BSBITU203A                       | Communicate electronically                                                |
| BSBSMB303A                       | Organise finances for the micro business                                  |
| BSBSMB305A<br>for micro business | Comply with regulatory, taxation and insurance requirements               |
| BSBSMB403A                       | Market the small business                                                 |
| BSBSUS501A                       | Develop workplace policies and procedures for sustainability              |
| HLTFA403C                        | Manage first aid in workplace                                             |
| HLTGM305B                        | Maintain pool environments                                                |
| PUACOM001C                       | Communicate in the workplace                                              |
| SRXGRO002A                       | Deal with conflict                                                        |
| TAAASS401A                       | Plan and organise assessment                                              |
| TAAASS402A                       | Assess competence                                                         |
| TAADEL301A                       | Provide training through instruction and demonstration of work skills     |

## RGR40208 Certificate IV in Racing (Jockey)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of independently employed persons who are responsible for organising their own work.

A jockey is an independent professional sportsperson licensed by thoroughbred racing 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, which require application of problem solving skills to unpredictable problems. As some of a jockey's income is derived from percentages of prize 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 judgement when choosing mounts and to 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.

The occupation of jockey is one of a few 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.

## Pathways Information

### Pathways into the qualification

RGR30108 Certificate III in Racing (Trackrider)

### Pathways from the qualification

RGR50108 Diploma of Racing (Racehorse Trainer)

### Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

### Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                  |
|--------------------------------------------|------------------------------------------------------------------|
|                                            |                                                                  |
| Employability Skill                        | Industry/enterprise requirements for this qualification include: |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication             | <ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• negotiating responsively</li> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>                                                     |
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                  |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul> |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                           |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Planning and organising | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul> |
| Self-management         | <ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> <li>having knowledge and confidence in own ideas and visions</li> <li>articulating own ideas and visions</li> <li>taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Learning                | <ul style="list-style-type: none"> <li>managing own learning</li> <li>contributing to the learning community at the workplace</li> <li>using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>having enthusiasm for ongoing learning</li> <li>being willing to learn in any setting - on and off the job</li> <li>being open to new ideas and techniques</li> <li>being prepared to invest time and effort in learning new skills</li> <li>acknowledging the need to learn in order to accommodate change</li> </ul>                                                                                                                                           |
| Technology              | <ul style="list-style-type: none"> <li>having a range of basic IT skills</li> <li>applying IT as a management tool</li> <li>using IT to organise data</li> <li>being willing to learn new IT skills</li> <li>having the OHS knowledge to apply technology</li> <li>having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



## Packaging Rules

### Packaging Rules

Completion of twenty nine (29) units made up of twenty six (26) core units and three (3) elective units.

#### CORE UNITS

|            |                                                                |
|------------|----------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols          |
| RGRCMN003A | Manage personal health and fitness                             |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices |
| RGRCMN202A | Achieve requirements for industry induction                    |
| RGRPSH201A | Handle horses                                                  |
| RGRPSH202A | Assist with transportation of horses                           |
| RGRPSH205A | Perform basic riding tasks                                     |
| RGRPSH206A | Develop riding skills for flatwork                             |
| RGRPSH207A | Perform stable duties                                          |
| RGRPSH208A | Attend horses at trackwork                                     |
| RGRPSH209A | Attend horses at race meetings and trials                      |
| RGRPSH304A | Identify factors that affect racehorse performance             |
| RGRPSH306A | Develop basic trackwork riding skills                          |
| RGRPSH307A | Exercise horses in pacework                                    |
| RGRPSH310A | Prepare for self-management in racing                          |
| RGRPSH404A | Ride horses at trackwork                                       |
| RGRPSH405A | Ride horses in jump outs                                       |
| RGRPSH407A | Educate thoroughbred horses for racing                         |
| RGRPSH413A | Prepare for race riding                                        |
| RGRPSH414A | Ride horses in trials                                          |
| RGRPSH415A | Ride horses in races                                           |
| RGRPSH417A | Participate in protests, inquiries and appeals                 |
| RGRPSH419A | Manage principles of sports science for jockeys                |
| HLTFA301B  | Apply first aid                                                |
| PUACOM001C | Communicate in the workplace                                   |

**Packaging Rules**

SRXGRO002A Deal with conflict

**ELECTIVE UNITS**

RGRCMN402A Participate in media interviews for racing

RGRPSH406A Develop riding skills for jumping racing

RGRPSH416A Perform trial and race jumping riding skills

RGRPSH418A Set goals to improve racing performance

BSBITU203A Communicate electronically

SISXEMR201A Respond to emergency situations

## RGR40308 Certificate IV in Racing (Harness Race Driver)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification 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 race driver is an independent professional sportsperson licensed by harness racing 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 the application of problem solving skills to unpredictable situations.

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.

### Pathways Information

#### Pathways into the qualification

RGR30108 Certificate III in Racing (Trackrider)

#### Pathways from the qualification

RGR50108 Diploma of Racing (Racehorse Trainer)

## Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

## Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                   |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li></ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                     |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>    |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                              |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> </ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Self-management | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning        | <ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology      | <ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

**Packaging Rules****Packaging Rules**

Completion of twenty five (25) units made up of twenty two (22) core units and three (3) elective units.

**CORE UNITS**

**Packaging Rules**

|            |                                                                |
|------------|----------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols          |
| RGRCMN003A | Manage personal health and fitness                             |
| RGRCMN201A | Follow OHS procedures and observe environmental work practices |
| RGRCMN202A | Achieve requirements for industry induction                    |
| RGRPSH201A | Handle horses                                                  |
| RGRPSH202A | Assist with transportation of horses                           |
| RGRPSH203A | Perform basic driving tasks                                    |
| RGRPSH204A | Prepare to drive jog work                                      |
| RGRPSH207A | Perform stable duties                                          |
| RGRPSH208A | Attend horses at trackwork                                     |
| RGRPSH209A | Attend horses at race meetings and trials                      |
| RGRPSH304A | Identify factors that affect racehorse performance             |
| RGRPSH305A | Develop driving skills for trackwork                           |
| RGRPSH310A | Prepare for self-management in racing                          |
| RGRPSH402A | Drive horses in pacework and fast work                         |
| RGRPSH403A | Educate harness horses for racing                              |
| RGRPSH410A | Prepare for race driving                                       |
| RGRPSH411A | Prepare to drive horses in trials                              |
| RGRPSH412A | Prepare to drive horses in races                               |
| RGRPSH417A | Participate in protests, inquiries and appeals                 |
| HTLFA301B  | Apply first aid                                                |
| PUACOM001C | Communicate in the workplace                                   |

**ELECTIVE UNITS**

|             |                                                         |
|-------------|---------------------------------------------------------|
| RGRCMN402A  | Participate in media interviews for racing              |
| RGRPSH418A  | Set goals to improve racing performance                 |
| RGRPSH420A  | Participate in implementing racehorse exercise programs |
| BSBITU203A  | Communicate electronically                              |
| SISXEMR201A | Respond to emergency situations                         |
| SRXGRO002A  | Deal with conflict                                      |





## RGR40408 Certificate IV in Racing (Greyhound Trainer)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification 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 greyhound trainer is a person who is licensed to operate a business that trains greyhounds under racing industry regulated licensing or registration criteria for the purpose of competing in industry-regulated events. The trainer is responsible for the care, maintenance and racing performance of the greyhounds. A trainer at this level has developed a sound knowledge of all aspects of the greyhound racing industry and has acquired competencies that 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 the analysis and evaluation of information, and to demonstrate broad knowledge in a variety of contexts. Knowledge of industry rules and legal procedures is essential.

### Pathways Information

#### Pathways into the qualification

RGR20208 Certificate II in Racing (Kennelhand)

#### Pathways from the qualification

#### Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

#### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Description

## Entry Requirements

### Entry requirements

To undertake this qualification the candidate will have extensive industry-relevant experience in the care, welfare and management of greyhounds. Before commencing this qualification candidates must be able to demonstrate that they have the appropriate skills and knowledge commensurate with the RGR20208 Certificate II in Racing (Kennelhand).

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |
| Teamwork                                   | <ul style="list-style-type: none"><li>• working across different ages irrespective of gender, race,</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>religion or political persuasion</li> <li>working as an individual and as a member of a team</li> <li>knowing how to define a role as part of the team</li> <li>applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>identifying the strengths of team members</li> <li>coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Problem-solving           | <ul style="list-style-type: none"> <li>developing creative, innovative and practical solutions</li> <li>showing independence and initiative in identifying and solving problems</li> <li>solving problems in teams</li> <li>applying a range of strategies to problem solving</li> <li>using mathematics, including budgeting and financial management to solve problems</li> <li>applying problem-solving strategies across a range of areas</li> <li>testing assumptions, taking into account the context of data and circumstances</li> <li>resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>adapting to new situations</li> <li>developing a strategic, creative and long-term vision</li> <li>being creative</li> <li>identifying opportunities not obvious to others</li> <li>translating ideas into action</li> <li>generating a range of options</li> <li>initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

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

**Packaging Rules****Packaging Rules**

Completion of fifteen (15) units made up of seven (7) core units and eight (8) elective units.

**RULES FOR ELECTIVE UNITS**

- a maximum of two (2) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

**Packaging Rules****CORE UNITS**

|            |                                                                      |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRPSG304A | Participate in greyhound inquiries and appeals                       |
| RGRPSG402A | Manage greyhound health and welfare                                  |
| RGRPSG404A | Trial and race greyhounds                                            |
| RGRPSG405A | Operate a greyhound racing training business                         |
| BSBSMB407A | Manage a small team                                                  |

**ELECTIVE UNITS**

|            |                                                                                      |
|------------|--------------------------------------------------------------------------------------|
| RGRCMN402A | Participate in media interviews for racing                                           |
| RGRPSG301A | Supervise handling of greyhounds                                                     |
| RGRPSG302A | Assess health and provide first aid for greyhounds                                   |
| RGRPSG303A | Determine nutritional requirements for racing greyhounds                             |
| RGRPSG401A | Relate anatomical and physiological features to the care and treatment of greyhounds |
| RGRPSG403A | Plan and implement education and training of greyhounds for racing                   |
| RGRPSG406A | Promote and maintain business arrangements with greyhound owners                     |
| RGRPSG407A | Select greyhounds for racing                                                         |
| RGRTRK402A | Relate animal welfare to track and environmental conditions                          |
| ACMCAN311A | Care for young animals                                                               |
| ACMGAS301A | Maintain and monitor animal health and wellbeing                                     |
| BSBITU203A | Communicate electronically                                                           |
| BSBSMB303A | Organise finances for the micro business                                             |
| BSBSMB305A | Comply with regulatory, taxation and insurance requirements for micro business       |
| BSBSMB403A | Market the small business                                                            |
| BSBSUS501A | Develop workplace policies and procedures for sustainability                         |
| HLTFA403C  | Manage first aid in the workplace                                                    |
| PUACOM001C | Communicate in the workplace                                                         |
| RUV3507A   | Carry out companion animal breeding procedures                                       |

**Packaging Rules**

|             |                                                                       |
|-------------|-----------------------------------------------------------------------|
| SISXEMR402A | Coordinate emergency responses                                        |
| SRXGRO002A  | Deal with conflict                                                    |
| TAAASS401A  | Plan and organise assessment                                          |
| TAAASS402A  | Assess competence                                                     |
| TAADEL301A  | Provide training through instruction and demonstration of work skills |

## RGR40508 Certificate IV in Racing Services (Racing Administration)

### Modification History

| Release | TP Version | Comments                                                                          |
|---------|------------|-----------------------------------------------------------------------------------|
| 3       | RGR08v2    | Updated superseded equivalent units.                                              |
| 2       | RGR08v1.1  | Updated superseded equivalent units. Corrected wrong unit name in packaging rules |
| 1       | RGR08      | Initial release                                                                   |

### Description

This qualification reflects the role of persons who are responsible for organising their own work, leading others, and planning for and carrying out tasks of complex and non-routine functions. Work responsibilities include the administration, event management and operations areas of racing.

The candidate is required to solve unpredictable problems by analysing and evaluating information, and to demonstrate broad knowledge in a variety of contexts. The ability to communicate with racing participants across a wide range of socio-economic and cultural groups is an important aspect of this role.

While they may not be required to handle horses or greyhounds, employees with this qualification are often required to work close to race animals. For their own safety, the safety of others and the safety of animals, employees must be aware of potential risks and hazards associated with animal behaviour.

### Pathways Information

#### Pathways into the qualification

RGR30308 Certificate III in Racing Services (Racing Administration)

#### Pathways from the qualification

RGR50208 Diploma of Racing Services (Racing Administration)

## Licensing considerations

There are no specific licences that relate to this qualification.

## Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li></ul> |



**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>speaking and writing in languages other than English</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Teamwork                  | <ul style="list-style-type: none"> <li>working across different ages irrespective of gender, race, religion or political persuasion</li> <li>working as an individual and as a member of a team</li> <li>knowing how to define a role as part of the team</li> <li>applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>identifying the strengths of team members</li> <li>coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                |
| Problem-solving           | <ul style="list-style-type: none"> <li>developing creative, innovative and practical solutions</li> <li>showing independence and initiative in identifying and solving problems</li> <li>solving problems in teams</li> <li>applying a range of strategies to problem solving</li> <li>using mathematics, including budgeting and financial management to solve problems</li> <li>applying problem-solving strategies across a range of areas</li> <li>testing assumptions, taking into account the context of data and circumstances</li> <li>resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>adapting to new situations</li> <li>developing a strategic, creative and long-term vision</li> <li>being creative</li> <li>identifying opportunities not obvious to others</li> <li>translating ideas into action</li> <li>generating a range of options</li> <li>initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> </ul> |

| <b>EMPLOYABILITY SKILLS QUALIFICATION SUMMARY</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <ul style="list-style-type: none"> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Self-management                                   | <ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> <li>having knowledge and confidence in own ideas and visions</li> <li>articulating own ideas and visions</li> <li>taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Learning                                          | <ul style="list-style-type: none"> <li>managing own learning</li> <li>contributing to the learning community at the workplace</li> <li>using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>having enthusiasm for ongoing learning</li> <li>being willing to learn in any setting - on and off the job</li> <li>being open to new ideas and techniques</li> <li>being prepared to invest time and effort in learning new skills</li> <li>acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology                                        | <ul style="list-style-type: none"> <li>having a range of basic IT skills</li> <li>applying IT as a management tool</li> <li>using IT to organise data</li> <li>being willing to learn new IT skills</li> <li>having the OHS knowledge to apply technology</li> <li>having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |

## Packaging Rules

| <b>Packaging Rules</b>                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Completion of twenty five (25) units made up of three (3) core units and twenty two (22) elective units.</p> <p><b>RULES FOR ELECTIVE UNITS</b></p> <ul style="list-style-type: none"> <li>a minimum of four (4) units from Group A</li> <li>a minimum of twelve (12) units from Group C</li> </ul> |

## Packaging Rules

- a minimum of two (2) units from Groups A,C,D or E
- a maximum of four (4) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

For a Certificate IV in Racing Services (Racing Administration) at least fifteen (15) of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

Electives may be selected from any of the listed groups A, C, D and E. Refer to Volume IV for the group listings.

The electives can be chosen from any AQF level however they should complement Certificate IV qualification requirements.

Ideally electives should be chosen as part of the individual training plan for a learner so that they provide skills and knowledge development that is relevant to their employment or future promotion. In some cases an individual training plan may include a mixture of units for those who work in more than one specialist area.

## CORE UNITS

|            |                                                                      |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| HLTFA301B  | Apply first aid                                                      |

## GROUP A UNITS - RACING COMMON

|             |                                                             |
|-------------|-------------------------------------------------------------|
| RGRCMN003A  | Manage personal health and fitness                          |
| RGRCMN403A  | Participate in racing industry appeals                      |
| RGRTRK402A  | Relate animal welfare to track and environmental conditions |
| AHCBIO202A  | Follow site quarantine procedures                           |
| HLTFA403C   | Manage first aid in the workplace                           |
| PSPREG401C  | Exercise regulatory powers                                  |
| PUACOM001C  | Communicate in the workplace                                |
| PUACOM012B  | Liaise with the media at a local level                      |
| SISXEMR201A | Respond to emergency situations                             |
| SISXEMR402A | Coordinate emergency response                               |

**Packaging Rules**

SRSCOP001B Prepare for public speaking

**GROUP C UNITS - RACING ADMINISTRATION**

RGRADM302A Supervise use of track and race club facilities

RGRADM401A Manage race meeting operations

RGRADM402A Prepare for race meeting special events

AHCBUS503A Negotiate and monitor contracts

AHCWRK401A Implement and monitor quality assurance procedures

BSBADM409A Coordinate business resources

BSBADM502B Manage meetings

BSBCUS401B Coordinate implementation of customer service strategies

BSBCUS402B Address customer needs

BSBFIA402A Report on financial activity

BSBFIM501A Manage budgets and financial plans

BSBINN301A Promote innovation in a team environment

BSBITS401B Maintain business technology

BSBLED401A Develop teams and individuals

BSBMGT402A Implement operational plan

BSBMKG414A Undertake marketing activities

BSBPMG522A Undertake project work

BSBRELE401A Establish networks

BSBRES401A Analyse and present research information

BSBRSE401A Identify risk and apply risk management processes

BSBWOR301B Organise personal work priorities and development

BSBWOR401A Establish effective workplace relationships

BSBWOR402A Promote team effectiveness

BSBWRT401A Write complex documents

CHCPOL402C Contribute to policy development

CUVPUB501A Develop and manage public relations strategies

SISXIND405A Conduct projects

SITHFAB201 Provide responsible service of alcohol

SITXMPP501 Obtain and manage sponsorship

**Packaging Rules**

|            |                                                        |
|------------|--------------------------------------------------------|
| SRXEVT003B | Coordinate events                                      |
| SRXEVT007B | Manage spectators at an event or program               |
| SRXGOV004B | Work efficiently with the board of an organisation     |
| SRXGRO002A | Deal with conflict                                     |
| SRXHRM001B | Manage volunteers                                      |
| THTFME06A  | Manage event contractors                               |
| THTFME07A  | Organise and monitor infrastructure for outdoor events |
| TLIR4002A  | Source goods/services and evaluate contractors         |

## RGR40608 Certificate IV in Racing Services (Steward)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of persons who are responsible for organising their own work, leading others and planning for and carrying out tasks of complex and non-routine functions. Work responsibilities are undertaken within the regulatory and integrity services operations in racing. In addition, stewards supervise the conduct of race meetings, and investigate incidents and potential non-compliance issues, as well as arbitrating and awarding penalties under the principles of administrative law.

Employees with this qualification need to be confident about moving in close proximity to racing horses or greyhounds and to be able to identify safe and unsafe methods of handling by others, as well as recognising approved and non-approved racing gear and equipment and legal and illegal racing tactics.

An extensive knowledge of the rules of racing, racing protocols, animal welfare and duty of care requirements is also considered essential. The candidate is required to solve unpredictable problems by the analysis and evaluation of information and demonstrate broad knowledge in a variety of contexts.

### Pathways Information

#### Pathways into the qualification

RGR30408 Certificate III in Racing Services (Cadet Steward)

#### Pathways from the qualification

RGR50308 Diploma of Racing Services (Steward)

### Licensing considerations

There are no specific licences that relate to this qualification.

### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

### Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

### EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                    |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> </ul> |



| <b>EMPLOYABILITY SKILLS QUALIFICATION SUMMARY</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <ul style="list-style-type: none"> <li>• understanding basic business systems and their relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Self-management                                   | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning                                          | <ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology                                        | <ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

## Packaging Rules

| <b>Packaging Rules</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Completion of twenty five (25) units made up of two (2) core units and twenty three (23) elective units.</p> <p><b>RULES FOR ELECTIVE UNITS</b></p> <ul style="list-style-type: none"> <li>• a minimum of three (3) units from Group A</li> <li>• a minimum of fourteen (14) units from Group B</li> <li>• a minimum of four (4) units from Groups A, B or C</li> <li>• a maximum of two (2) units may be selected from the RGR08 Racing Training</li> </ul> |

**Packaging Rules**

Package or any other currently endorsed Training Package or accredited course.  
Selected units must be relevant to job outcomes in the racing industry.

For a Certificate IV in Racing Services (Steward) at least fifteen (15) of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

**CORE UNITS**

RGRCMN401A Maintain and monitor OHS procedures and environmental work practices

HLTFA301B Apply first aid

**GROUP A UNITS - RACING COMMON**

RGRCMN402A Participate in media interviews for racing

RGRCMN403A Participate in racing industry appeals

RGRTRK402A Relate animal welfare to track and environmental conditions

AHCBIO202A Follow site quarantine procedures

PSPREG401C Exercise regulatory powers

PUACOM001C Communicate in the workplace practices

SRSCOP001B Prepare for public speaking

SISXEMR201A Respond to emergency situations

**GROUP B UNITS - STEWARD**

RGRSTD302A Interpret wagering trends

RGRSTD303A Assess racing gear suitability and safety

RGRSTD401A Perform duties of stipendiary steward at race meetings and trials

RGRSTD402A Perform stewards' non-race day duties

RGRSTD403A Apply principles of administrative law to investigation and resolution of racing incidents

RGRSTD404A Prepare for racing industry appeals

RGRSTD405A Conduct steward supervision of sample collection procedures

RGRSTD406A Assess greyhound or horse handling skills

RGRSTD407A Assess driving or riding skills of license or registration applicants

**Packaging Rules**

|             |                                                                                     |
|-------------|-------------------------------------------------------------------------------------|
| RGRSTD408A  | Analyse race performance                                                            |
| RGRPSG201A  | Handle greyhounds                                                                   |
| RGRSPH201A  | Handle horses                                                                       |
| RGRROP301A  | Perform ear branding and marking up of greyhounds                                   |
| RGRROP408A  | Perform duties of betting supervisor or steward at greyhound or horse race meetings |
| RGRSWA301A  | Collect non-blood samples from greyhounds or horses                                 |
| RGRSWA302A  | Collect non-blood samples from racing personnel                                     |
| RGRTRK303A  | Provide emergency animal assistance                                                 |
| CPPSEC3023A | Gather information by factual investigation                                         |
| PSPREG404C  | Investigate non-compliance                                                          |
| PSPREG410B  | Give evidence                                                                       |
| TLIC107C    | Drive vehicle                                                                       |

**GROUP C UNITS - RACING ADMINISTRATION**

|            |                                             |
|------------|---------------------------------------------|
| BSBADM502B | Manage meetings                             |
| BSBWOR204A | Use business technology                     |
| BSBWOR401A | Establish effective workplace relationships |
| BSBWOR402A | Promote team effectiveness                  |
| SRXGRO002A | Deal with conflict                          |

## RGR40708 Certificate IV in Racing Services (Track Maintenance)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of independently employed persons who are responsible for organising their own work, leading others and planning for and carrying out tasks of complex and non-routine functions. Work responsibilities cover the maintenance and repair of racing tracks, gardens and other facilities as well as the use of tools and machinery. Responsibilities may also cover the planning of work rosters, supervision of race meeting staff and management of contract capital works or improvements.

Employees will be expected to demonstrate knowledge of the impact of track and environmental conditions on racing animal welfare.

Employees may be required to handle greyhounds or horses in emergency situations and assist in marshalling prior to racing (depending on the individual's training plan).

The candidate is required to solve unpredictable problems by the analysis and evaluation of information and demonstrate broad knowledge in a variety of contexts.

### Pathways Information

#### Pathways into the qualification

RGR30508 Certificate III in Racing Services (Track Maintenance)

#### Pathways from the qualification

RGR50408 Diploma of Racing Services (Track Management)

### Licensing considerations

There are no specific licences that relate to this qualification.

### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

### Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

### EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                    |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> </ul> |

| <b>EMPLOYABILITY SKILLS QUALIFICATION SUMMARY</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <ul style="list-style-type: none"> <li>• understanding basic business systems and their relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Self-management                                   | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning                                          | <ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology                                        | <ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

## Packaging Rules

| <b>Packaging Rules</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Completion of twenty five (25) units made up of two (2) core units and twenty three (23) elective units.</p> <p><b>RULES FOR ELECTIVE UNITS</b></p> <ul style="list-style-type: none"> <li>• a minimum of five (5) units from Group A</li> <li>• a minimum of twelve (12) units from Group D</li> <li>• a minimum of two (2) units from Groups A, C, D or E</li> <li>• a maximum of four (4) units may be selected from the RGR08 Racing Training</li> </ul> |

## Packaging Rules

Package or any other currently endorsed Training Package or accredited course.  
Selected units must be relevant to job outcomes in the racing industry.

For a Certificate IV in Racing Services (Track Maintenance) at least fifteen (15) of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

Electives may be selected from any of the listed groups A, C, D and E. Refer to Volume IV for the group listings.

The electives can be chosen from any AQF level however they should complement Certificate IV qualification requirements.

Ideally electives should be chosen as part of the individual training plan for a learner so that they provide skills and knowledge development that is relevant to their employment or future promotion. In some cases an individual training plan may include a mixture of units for those who work in more than one specialist area.

## CORE UNITS

|            |                                                                      |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |

## GROUP A UNITS - RACING COMMON

|             |                                                             |
|-------------|-------------------------------------------------------------|
| RGRCMN003A  | Manage personal health and fitness                          |
| RGRCMN403A  | Participate in racing industry appeals                      |
| RGRTRK402A  | Relate animal welfare to track and environmental conditions |
| AHCBIO202A  | Follow site quarantine procedures                           |
| HLTFA403C   | Manage first aid in the workplace                           |
| PSPREG401C  | Exercise regulatory powers                                  |
| PUACOM001C  | Communicate in the workplace                                |
| PUACOM012B  | Liaise with the media at a local level                      |
| SRSCOP001B  | Prepare for public speaking                                 |
| SISXEMR201A | Respond to emergency situations                             |
| SISXEMR402A | Coordinate emergency response                               |



**Packaging Rules****GROUP D UNITS - TRACK MAINTENANCE**

|            |                                                                 |
|------------|-----------------------------------------------------------------|
| RGRADM302A | Supervise use of track and race club facilities                 |
| RGRSTD406A | Assess greyhound or horse handling skills                       |
| RGRTRK301A | Assist with race meeting track management                       |
| RGRTRK302A | Maintain specialised non-turf track surfaces for racing         |
| RGRTRK303A | Provide emergency animal assistance                             |
| RGRTRK401A | Prepare track and facilities for race meetings                  |
| AHCAGB402A | Analyse and interpret production data                           |
| AHCBIO301A | Work effectively in an emergency disease or plant pest response |
| AHCCHM401A | Minimise risks in the use of chemicals                          |
| AHCCHM402A | Plan and implement a chemical use programs                      |
| AHCIRG407A | Supervise on site irrigation installation and construction work |
| AHCLSC401A | Supervise landscape project works                               |
| AHCMOM301A | Coordinate machinery and equipment maintenance and repair       |
| AHCPGD301A | Implement a plant establishment program                         |
| AHCSOL501A | Monitor and manage soils for production                         |
| AHCTRF304A | Monitor turf health                                             |
| AHCTRF305A | Renovate sports turf                                            |
| AHCTRF401A | Develop a sports turf maintenance program                       |
| AHCTRF501A | Plan the establishment of sports turf playing surfaces          |
| AHCWRK302A | Monitor weather conditions                                      |
| AHCWRK403A | Supervise work routines and staff performance                   |
| RTF4007A   | Prepare a garden design                                         |
| THTFME06A  | Manage event contractors                                        |

## RGR50108 Diploma of Racing (Racehorse Trainer)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of persons who operate independent businesses with responsibilities for quality outputs, supervising staff, coordinating groups, planning and developing strategic initiatives, and operating in a wide variety of contexts, most of which are complex and non-routine.

The racehorse trainer at this level differs in degree of complexity and responsibility from a licensed 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 would train for outside owners, would generally 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.

Competencies attained in the units packaged for this qualification will apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and a Diploma of Racing (Racehorse Trainer) must contain a statement as follows:

'This qualification was achieved under the conditions operating in the [*insert relevant racing code - harness OR thoroughbred*] code of the racing industry.'

## Pathways Information

### Pathways into the qualification

RGR40108 Certificate IV in Racing (Racehorse Trainer)

### Pathways from the qualification

### Licensing considerations

This qualification is required for industry licensing and registration in some states and territories. Refer to your state or territory Principal Racing Authority for advice.

### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

### Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

To undertake this qualification the candidate will have extensive industry-relevant experience in the care, welfare and management of horses. Before commencing this qualification candidates must be able to demonstrate that they have the appropriate skills and knowledge commensurate with the RGR40108 Certificate IV in Racing (Racehorse Trainer).

### Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                  |
|--------------------------------------------|------------------------------------------------------------------|
|                                            |                                                                  |
| Employability Skill                        | Industry/enterprise requirements for this qualification include: |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication             | <ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• negotiating responsively</li> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>                                                     |
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                  |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul> |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                           |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Planning and organising | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul> |
| Self-management         | <ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> <li>having knowledge and confidence in own ideas and visions</li> <li>articulating own ideas and visions</li> <li>taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Learning                | <ul style="list-style-type: none"> <li>managing own learning</li> <li>contributing to the learning community at the workplace</li> <li>using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>having enthusiasm for ongoing learning</li> <li>being willing to learn in any setting - on and off the job</li> <li>being open to new ideas and techniques</li> <li>being prepared to invest time and effort in learning new skills</li> <li>acknowledging the need to learn in order to accommodate change</li> </ul>                                                                                                                                           |
| Technology              | <ul style="list-style-type: none"> <li>having a range of basic IT skills</li> <li>applying IT as a management tool</li> <li>using IT to organise data</li> <li>being willing to learn new IT skills</li> <li>having the OHS knowledge to apply technology</li> <li>having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Packaging Rules

### Packaging Rules

Completion of twelve (12) units made up of seven (7) core units and five (5) elective units.

#### RULES FOR ELECTIVE UNITS

- a maximum of two (2) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

Ideally electives should be chosen as part of the individual training plan for a learner so that they provide progressive skills and knowledge development that is relevant to their business and career progression.

#### CORE UNITS

|            |                                                                           |
|------------|---------------------------------------------------------------------------|
| RGRCMN402A | Participate in media interviews for racing                                |
| RGRPSH422A | Promote and maintain business arrangements with racehorse owners          |
| RGRPSH501A | Plan and adapt training and conditioning programs for racehorses          |
| RGRPSH502A | Plan and implement education of horses for racing                         |
| RGRPSH504A | Develop systems and records for horse racing business training operations |
| RGRPSH505A | Select horses for training                                                |
| BSBSUS501A | Develop workplace policies and procedures for sustainability              |

#### ELECTIVE UNITS

|            |                                                                                  |
|------------|----------------------------------------------------------------------------------|
| RGRPSH401A | Relate anatomical and physiological features to the care and treatment of horses |
| RGRPSH409A | Determine nutritional requirements for racing horses                             |
| RGRPSH420A | Participate in implementing racehorse exercise programs                          |
| RGRPSH423A | Train horses for jumping racing                                                  |
| RGRTRK402A | Relate animal welfare to track and environmental conditions                      |
| BSBSMB403A | Market the small business                                                        |
| BSBSMB406A | Manage small business finances                                                   |

**Packaging Rules**

|             |                                   |
|-------------|-----------------------------------|
| HLTFA403C   | Manage first aid in the workplace |
| PUACOM001C  | Communicate in the workplace      |
| SISXEMR402A | Coordinate emergency response     |
| SRXGRO002A  | Deal with conflict                |
| TAAASS401A  | Plan and organise assessment      |
| TAAASS402A  | Assess competence                 |

## RGR50208 Diploma of Racing Services (Racing Administration)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 3       | RGR08v2    | Updates superseded equivalent units |
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of persons who operate in business with responsibilities for quality outputs, supervising staff, coordinating groups, planning and developing strategic initiatives, and operating in a wide variety of contexts, most of which are complex and non-routine. The size of the business requires higher-level skills particularly in the technical, planning and management areas. Employees at this level are required to evaluate information for planning and research purposes and apply theoretical concepts to a range of situations.

Responsibilities may also include the overall management of race club or regulatory authority administration services, developing budgets, preparing improvement and/or marketing proposals as well as providing services to committees or boards.

While they may not be required to handle horses or greyhounds, employees with this qualification are often required to work close to race animals. For their own safety, the safety of others and the safety of animals, employees must be aware of potential risks and hazards associated with animal behaviour.

### Pathways Information

#### Pathways into the qualification

RGR40508 Certificate IV in Racing Services (Racing Administration)

#### Pathways from the qualification

#### Licensing considerations

There are no specific licences that relate to this qualification.



## Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li><li>• sharing information</li><li>• speaking and writing in languages other than English</li></ul> |
| Teamwork                                   | <ul style="list-style-type: none"><li>• working across different ages irrespective of gender, race,</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>religion or political persuasion</li> <li>working as an individual and as a member of a team</li> <li>knowing how to define a role as part of the team</li> <li>applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>identifying the strengths of team members</li> <li>coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Problem-solving           | <ul style="list-style-type: none"> <li>developing creative, innovative and practical solutions</li> <li>showing independence and initiative in identifying and solving problems</li> <li>solving problems in teams</li> <li>applying a range of strategies to problem solving</li> <li>using mathematics, including budgeting and financial management to solve problems</li> <li>applying problem-solving strategies across a range of areas</li> <li>testing assumptions, taking into account the context of data and circumstances</li> <li>resolving customer concerns in relation to complex project issues</li> </ul>                                                                                                                                                                                                                                   |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>adapting to new situations</li> <li>developing a strategic, creative and long-term vision</li> <li>being creative</li> <li>identifying opportunities not obvious to others</li> <li>translating ideas into action</li> <li>generating a range of options</li> <li>initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Planning and organising   | <ul style="list-style-type: none"> <li>managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>being resourceful</li> <li>taking initiative and making decisions</li> <li>adapting resource allocations to cope with contingencies</li> <li>establishing clear project goals and deliverables</li> <li>allocating people and other resources to tasks</li> <li>planning the use of resources, including time management</li> <li>participating in continuous improvement and planning processes</li> <li>developing a vision and a proactive plan to accompany it</li> <li>predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

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

**Packaging Rules****Packaging Rules**

Completion of twenty eight (28) units made up of three (3) core units and twenty five (25) elective units.

**RULES FOR ELECTIVE UNITS**

- a minimum of five (5) units from Group A
- a minimum of fourteen (14) units from Group C
- a minimum of two (2) units from Groups A, C, D or E
- a maximum of four (4) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course.

## Packaging Rules

Selected units must be relevant to job outcomes in the racing industry.

For a Diploma of Racing Services (Racing Administration) at least twelve (12) of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

Electives may be selected from any of the listed groups A, C, D and E. Refer to Volume IV for the group listings.

The electives can be chosen from any AQF level however they should complement Diploma qualification requirements.

Ideally electives should be chosen as part of the individual training plan for a learner so that they provide skills and knowledge development that is relevant to their employment or future promotion. In some cases an individual training plan may include a mixture of units for those who work in more than one specialist area.

## CORE UNITS

- |            |                                                              |
|------------|--------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols        |
| BSBWHS501A | Ensure a safe workplace                                      |
| BSBSUS501A | Develop workplace policies and procedures for sustainability |

## GROUP A UNITS - RACING COMMON

- |             |                                                             |
|-------------|-------------------------------------------------------------|
| RGRCMN403A  | Participate in racing industry appeals                      |
| RGRTRK402A  | Relate animal welfare to track and environmental conditions |
| HLTFA403C   | Manage first aid in the workplace                           |
| PSPREG401C  | Exercise regulatory powers                                  |
| PSPREG601B  | Manage regulatory compliance                                |
| PUACOM001C  | Communicate in the workplace                                |
| PUACOM012B  | Liaise with the media at a local level                      |
| AHCBIO202A  | Follow site quarantine procedures                           |
| SISXEMR402A | Coordinate emergency response                               |
| SRSCOP001B  | Prepare for public speaking                                 |

## GROUP C UNITS - RACING ADMINISTRATION

**Packaging Rules**

|             |                                                              |
|-------------|--------------------------------------------------------------|
| RGRADM401A  | Manage race meeting operations                               |
| RGRADM402A  | Prepare for race meeting special events                      |
| BSBADM502B  | Manage meetings                                              |
| BSBCUS501C  | Manage quality customer service                              |
| BSBFIM501A  | Manage budgets and financial plans                           |
| BSBHRM505A  | Manage remuneration and employee benefits                    |
| BSBHRM506A  | Manage recruitment selection and induction processes         |
| BSBINM501A  | Manage an information or knowledge management system         |
| BSBINN301A  | Promote innovation in a team environment                     |
| BSBLED501A  | Develop a workplace learning environment                     |
| BSBMGT502B  | Manage people performance                                    |
| BSBMGT505A  | Manage operational plan                                      |
| BSBMKG514A  | implement and monitor marketing services                     |
| BSBPMG522A  | Undertake project work                                       |
| BSBRISK501B | Manage risk                                                  |
| BSBWOR501B  | Manage personal work priorities and professional development |
| BSBWOR502B  | Ensure team effectiveness                                    |
| CHCPOL402C  | Contribute to policy development                             |
| CUVPUB501A  | Develop and manage public relations strategies               |
| AHCBUS503A  | Negotiate and monitor contracts                              |
| AHCWRK501A  | Plan, implement and review a quality assurance program       |
| SISXIND405A | Conduct projects                                             |
| SITHFAB201  | Provide responsible service of alcohol                       |
| SITXMPR501  | Obtain and manage sponsorship                                |
| SRXEVT003B  | Coordinate events                                            |
| SRXEVT007B  | Manage spectators at an event or program                     |
| SRXGOV004B  | Work effectively with the board of an organisation           |
| SRXGRO002A  | Deal with conflict                                           |
| SRXHRM001B  | Manage volunteers                                            |
| TLIR4002A   | Source goods/services and evaluate contractors               |
| THTFME06A   | Manage event contractors                                     |



## RGR50308 Diploma of Racing Services (Steward)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 3       | RGR08v2    | Updated superseded equivalent units |
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of persons who operate in business with responsibilities for quality outputs, supervising staff, coordinating groups, planning and developing strategic initiatives, and operating in a wide variety of contexts, most of which are complex and non-routine. The size of the business requires higher-level skills particularly in the technical, planning and management areas.

Employees with this qualification need to be confident about moving in close proximity to racing horses or greyhounds and to be able to identify safe and unsafe methods of handling by others, as well as recognising approved and non-approved racing gear and equipment and legal and illegal racing tactics.

An extensive knowledge of the rules of racing; application of appropriate penalties, racing protocols, animal welfare and duty of care requirements; preparation of budgets; development of rules and policy recommendations; and effective skills in public speaking are also considered to be essential.

Employees at this level are required to evaluate information for planning and research purposes and apply theoretical concepts to a range of situations

### Pathways Information

#### Pathways into the qualification

RGR40608 Certificate IV Racing Services (Steward)

#### Pathways from the qualification

## Licensing considerations

There are no specific licences that relate to this qualification.

## Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

## Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

## Qualification pathways

## Employability Skills Summary

| EMPLOYABILITY SKILLS QUALIFICATION SUMMARY |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Employability Skill                        | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                                             |
| Communication                              | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li><li>• being assertive</li></ul> |



**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                                                                                           |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>                                                                          |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting - weighing up risk, evaluating alternatives and</li> </ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>applying evaluation criteria</li> <li>collecting, analysing and organising information</li> <li>understanding basic business systems and their relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Self-management | <ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> <li>having knowledge and confidence in own ideas and visions</li> <li>articulating own ideas and visions</li> <li>taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Learning        | <ul style="list-style-type: none"> <li>managing own learning</li> <li>contributing to the learning community at the workplace</li> <li>using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>having enthusiasm for ongoing learning</li> <li>being willing to learn in any setting - on and off the job</li> <li>being open to new ideas and techniques</li> <li>being prepared to invest time and effort in learning new skills</li> <li>acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology      | <ul style="list-style-type: none"> <li>having a range of basic IT skills</li> <li>applying IT as a management tool</li> <li>using IT to organise data</li> <li>being willing to learn new IT skills</li> <li>having the OHS knowledge to apply technology</li> <li>having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |

**Packaging Rules****Packaging Rules**

Completion of twenty six (26) units made up of two (2) core units and twenty four (24) elective units.

**RULES FOR ELECTIVE UNITS**

- a minimum of six (6) units from Group A

## Packaging Rules

- a minimum of ten (10) units from Group B
- a minimum of four (4) units from Groups A, B or C
- a maximum of four (4) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

For a Diploma of Racing Services (Steward) at least twelve (12) of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

## CORE UNITS

BSBWHS501A Ensure a safe workplace

BSBSUS501A Develop workplace policies and procedures for sustainability

## GROUP A UNITS - RACING COMMON

AHCBIO202A Follow site quarantine procedures

RGRCMN402A Participate in media interviews for racing

RGRCMN403A Participate in racing industry appeals

RGRTRK402A Relate animal welfare to track and environmental conditions

HLTFA403C Manage first aid in the workplace

PSPREG401C Exercise regulatory powers

PSPREG601B Manage regulatory compliance

PUACOM001C Communicate in the workplace

SISXEMR402A Coordinate emergency response

SRSCOP001B Prepare for public speaking

## GROUP B UNITS - STEWARD

RGRSTD302A Interpret wagering trends

RGRSTD403A Apply principles of administrative law to investigation and resolution of racing incidents

RGRSTD404A Prepare for racing industry appeals

RGRSTD405A Conduct steward supervision of sample collection procedures

RGRSTD406A Assess greyhound or horse handling skills

RGRSTD407A Assess driving or riding skills of license or registration applicants

RGRSTD408A Analyse race performance

**Packaging Rules**

|             |                                             |
|-------------|---------------------------------------------|
| RGRSTD501A  | Manage steward services                     |
| CPPSEC3032A | Gather information by factual investigation |
| PSPREG404C  | Investigate non-compliance                  |
| PSPREG410B  | Give evidence                               |
| TLIC107C    | Drive vehicle                               |

**GROUP C UNITS - RACING ADMINISTRATION**

|            |                                                              |
|------------|--------------------------------------------------------------|
| BSBADM502B | Manage meetings                                              |
| BSBHRM505A | Manage remuneration and employee benefits                    |
| BSBHRM506A | Manage recruitment selection and induction processes         |
| BSBINM501A | Manage an information or knowledge management system         |
| BSBFIM501A | Manage budgets and financial plans                           |
| BSBLED501A | Develop a workplace learning environment                     |
| BSBMGT502B | Manage people performance                                    |
| BSBMGT505A | Manage operational plan                                      |
| BSBPMG522A | Undertake project work                                       |
| BSBWOR501B | Manage personal work priorities and professional development |
| BSBWOR502B | Ensure team effectiveness                                    |
| SRSOGP014A | Develop activity rules and regulations                       |
| SRXGOV004B | Work effectively with the board of an organisation           |
| SRXGRO002A | Deal with conflict                                           |

## RGR50408 Diploma of Racing Services (Track Management)

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 3       | RGR08v2    | Updated superseded equivalent units |
| 2       | RGR08v1.1  | Updated superseded equivalent units |
| 1       | RGR08      | Initial release                     |

### Description

This qualification reflects the role of persons who operate in business with responsibilities for quality outputs, supervising staff, coordinating groups, planning and developing strategic initiatives; operating in a wide variety of contexts, most of which are complex and non-routine. The size of the business requires higher-level skills particularly in the technical, planning and management areas.

Work responsibilities cover the management of racing tracks, gardens and other facilities as well as the use of tools and machinery. Planning of work rosters, supervision of race meeting staff, the preparation of budgets and capital works proposals, and management of improvement projects are also considered essential skills.

Employees will be expected to demonstrate knowledge of the impact of track and environmental conditions on racing animal welfare.

Employees may be required to handle horses or greyhounds in emergency situations and assist in marshalling prior to racing (depending on the individual's training plan).

Employees at this level are required to evaluate information for planning and research purposes and apply theoretical concepts to a range of situations.

### Pathways Information

#### Pathways into the qualification

RGR40708 Certificate IV in Racing Services (Track Maintenance)

## Pathways from the qualification

### Licensing considerations

There are no specific licences that relate to this qualification.

### Australian Apprenticeships

This qualification is suited to Australian Apprenticeship pathways.

### Job roles

## Licensing/Regulatory Information

Refer to Pathways Information

## Entry Requirements

### Entry requirements

There are no entry requirements for this qualification.

### Qualification pathways

## Employability Skills Summary

### EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

| Employability Skill | Industry/enterprise requirements for this qualification include:                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication       | <ul style="list-style-type: none"><li>• listening and understanding</li><li>• speaking clearly and directly</li><li>• writing to the needs of the audience</li><li>• negotiating responsively</li><li>• reading independently</li><li>• empathising</li><li>• using numeracy effectively</li><li>• understanding the needs of internal and external customers</li><li>• persuading effectively</li><li>• establishing and using networks</li></ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Teamwork                  | <ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>                                                                                                                                     |
| Problem-solving           | <ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>    |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>                                                                                                                                                                                                                                                                              |
| Planning and organising   | <ul style="list-style-type: none"> <li>• managing time and priorities - setting time lines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> </ul> |

**EMPLOYABILITY SKILLS QUALIFICATION SUMMARY**

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Self-management | <ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning        | <ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn - mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting - on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul> |
| Technology      | <ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

**Packaging Rules****Packaging Rules**

Completion of twenty eight (28) units made up of three (3) core units and twenty five (25) elective units.

**RULES FOR ELECTIVE UNITS**

- a minimum of five (5) units from Group A



## Packaging Rules

- a minimum of fourteen (14) units from Group D
- a minimum of two (2) units from Groups A, C, D or E
- a maximum of four (4) units may be selected from the RGR08 Racing Training Package or any other currently endorsed Training Package or accredited course. Selected units must be relevant to job outcomes in the racing industry.

For a Diploma of Racing Services (Track Management) at least twelve (12) of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

## CORE UNITS

RGRCMN001A Comply with the rules of racing and related protocols

BSBWHS501A Ensure a safe workplace

BSBSUS501A Develop workplace policies and procedures for sustainability

## GROUP A UNITS - RACING COMMON

RGRCMN403A Participate in racing industry appeals

RGRTRK402A Relate animal welfare to track and environmental conditions

AHCBIO202A Follow site quarantine procedures

HLTFA403C Manage first aid in the workplace

PSPREG401C Exercise regulatory powers

PSPREG601B Manage regulatory compliance

PUACOM001C Communicate in the workplace

PUACOM012B Liaise with the media at a local level

SRSCOP001B Prepare for public speaking

SISXEMR402A Coordinate emergency response

## GROUP D UNITS - TRACK MAINTENANCE

RGRADM302A Supervise use of track and race club facilities

RGRSTD406A Assess greyhound or horse handling skills

RGRTRK301A Assist with race meeting track management

RGRTRK303A Provide emergency animal assistance

RGRTRK401A Prepare track and facilities for race meetings

AHCAGB402A Analyse and interpret production data

AHCBIO301A Work effectively in an emergency disease or plant pest response

**Packaging Rules**

|             |                                                                 |
|-------------|-----------------------------------------------------------------|
| AHCBUS503A  | Negotiate and monitor contracts                                 |
| AHCBUS601A  | Manage capital works                                            |
| AHCCHM401A  | Minimise risks in the use of chemicals                          |
| AHCCHM402A  | Plan and implement a chemical use program                       |
| AHCIRG407A  | Supervise on site irrigation installation and construction work |
| AHCMOM301A  | Coordinate machinery and equipment maintenance and repair       |
| AHCSOL501A  | Monitor and manage soils for production                         |
| AHCTRF304A  | Monitor turf health                                             |
| AHCTRF401A  | Develop a sports turf maintenance program                       |
| AHCTRF501A  | Plan the establishment of sport turf playing surfaces           |
| AHCWRK302A  | Monitor weather conditions                                      |
| AHCWRK403A  | Supervise work routines and staff performance                   |
| AHCWRK501A  | Plan, implement and review a quality assurance program          |
| LGAEHRW503A | Implement programs for disposal and containment of waste        |
| RTF4007A    | Prepare a garden design                                         |
| THTFME06A   | Manage event contractors                                        |

## RGRSS00001 Greyhound Clerk of Scales Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate III in Racing or Certificate III in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                                   |
|------------|--------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols        |
| RGRCMN201A | Follow OHS procedures and environmental work practices       |
| RGRROP304A | Perform duties of clerk of scales at greyhound race meetings |

### Target Group

Those undertaking the duties of clerk of scales at greyhound race meetings.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as clerk of scales in the greyhound racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title        |
|------------|-------------------|
| RGRPSG201A | Handle greyhounds |

## RGRSS00002 Greyhound Lure Driver Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate III in Racing or Certificate III in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                               |
|------------|----------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols    |
| RGRCMN201A | Follow OHS procedures and environmental work practices   |
| RGRROP307A | Perform duties of lure drive at race meetings and trials |

### Target Group

Those undertaking the duties of lure driver during greyhound race meetings and trials.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as lure driver in the greyhound racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                  |
|------------|-------------------------------------------------------------|
| RGRTRK402A | Relate animal welfare to track and environmental conditions |

## RGRSS00003 Greyhound Race Club Kennel Attendant Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate II in Racing or Certificate II in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete four (4) units of competency.

| Unit Code  | Unit Title                                             |
|------------|--------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols  |
| RGRCMN201A | Follow OHS procedures and environmental work practices |
| RGRPSG201A | Handle greyhounds                                      |
| RGRROP202A | Perform duties of kennel attendant at race meetings    |

### Target Group

Those working under supervision as a race club kennel attendant at greyhound race meetings.

## **Suggested words for Statement of Attainment**

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a race club kennel attendant in the greyhound racing code.



## RGRSS00004 Greyhound Race Club Parade Official Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate II in Racing or Certificate II in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete four (4) units of competency.

| Unit Code  | Unit Title                                                   |
|------------|--------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols        |
| RGRCMN201A | Follow OHS procedures and environmental work practices       |
| RGRPSG201A | Handle greyhounds                                            |
| RGRROP203A | Perform duties of parade official at greyhound race meetings |

### Target Group

Those working under supervision as a race club parade official at greyhound race meetings.

## **Suggested words for Statement of Attainment**

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a race club parade official in the greyhound racing code.

## RGRSS00005 Greyhound Race Day Attendant Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards RGR20208 Certificate II in Racing (Kennelhand).

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete four (4) units of competency.

| Unit Code  | Unit Title                                             |
|------------|--------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols  |
| RGRCMN201A | Follow OHS procedures and environmental work practices |
| RGRPSG201A | Handle greyhounds                                      |
| RGRPSG205A | Attend greyhounds at race meetings                     |

### Target Group

Those undertaking the duties of a greyhound race day attendant at greyhound race meetings.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a greyhound race day attendant in the greyhound racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                          |
|------------|-------------------------------------|
| RGRPSG202A | Transport greyhounds                |
| RGRPSG206A | Perform duties of greyhound catcher |

## RGRSS00006 Greyhound Training Operations Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards RGR40408 Certificate IV in Racing (Greyhound Trainer).

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete six (6) units of competency.

| Unit Code  | Unit Title                                                           |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRPSG304A | Participate in greyhound inquiries and appeals                       |
| RGRPSG402A | Manage greyhound health and welfare                                  |
| RGRPSG404A | Trial and race greyhounds                                            |
| RGRPSG405A | Operate a greyhound racing training business                         |

## Target Group

Those wishing to meet industry licensing requirements to be able to race greyhounds in industry regulated competitions.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements to be licensed as a greyhound trainer in the greyhound racing code, subject to State Principal Racing Authority requirements.

## Entry Requirements

Before undertaking this Skill Set candidates will be able to demonstrate extensive industry-relevant experience in the care, welfare and management of racing greyhounds and must be able to demonstrate that they have the appropriate skills and knowledge commensurate with RGR20208 Certificate II in Racing (Kennelhand).

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                                           |
|------------|--------------------------------------------------------------------------------------|
| RGRPSG303A | Determine nutritional requirements for racing greyhounds                             |
| RGRPSG401A | Relate anatomical and physiological features to the care and treatment of greyhounds |
| RGRPSG403A | Plan and implement education and training of greyhounds for racing                   |

## RGRSS00007 Harness Mobile Start Driver Skill Set

### Modification History

Not applicable.

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate III in Racing or Certificate III in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                             |
|------------|--------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols  |
| RGRCMN201A | Follow OHS procedures and environmental work practices |
| RGRROP308A | Drive mobile start vehicle                             |

### Target Group

Those undertaking the duties of a mobile start driver during harness race meetings and trials.

### Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a mobile start driver in the harness racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                  |
|------------|-------------------------------------------------------------|
| RGRTRK402A | Relate animal welfare to track and environmental conditions |



## RGRSS00008 Harness or Thoroughbred Clerk of Course Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate III in Racing or Certificate III in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete four (4) units of competency.

| Unit Code  | Unit Title                                                                            |
|------------|---------------------------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                                 |
| RGRCMN201A | Follow OHS procedures and environmental work practices                                |
| RGRPSH201A | Handle horses                                                                         |
| RGRROP303A | Perform duties of clerk of course at harness or thoroughbred race meetings and trials |

## Target Group

Those undertaking the duties of a clerk of course during harness or thoroughbred race meetings and trials.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a clerk of course in the [*insert relevant racing code - harness OR thoroughbred*] racing code.

## RGRSS00009 Harness or Thoroughbred Racing Handicapper Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate IV in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete four (4) units of competency.

| Unit Code  | Unit Title                                                           |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRROP401A | Perform duties of racehorse handicapper                              |
| RGRSTD408A | Analyse race performance                                             |

## Target Group

Those undertaking the duties of a racing handicapper for the harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a racing handicapper in the [*insert relevant racing code – harness OR thoroughbred*] racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                  |
|------------|-------------------------------------------------------------|
| RGRTRK402A | Relate animal welfare to track and environmental conditions |

## RGRSS00010 Harness or Thoroughbred Training Operations Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards RGR40108 Certificate IV in Racing (Racehorse Trainer).

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete six (6) units of competency.

| Unit Code  | Unit Title                                                           |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRPSG408A | Manage horse health and welfare                                      |
| RGRPSH417A | Participate in protests, inquiries and appeals                       |
| RGRPSH421A | Operate horse racing training business                               |
| RGRPSH503A | Trial and race horses                                                |

## Target Group

Those wishing to meet industry licensing requirements to be able to race horses in industry regulated competitions.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements to be licensed as a racehorse trainer in the [*insert relevant racing code - harness OR thoroughbred*] racing code, subject to State Principal Racing Authority requirements.

## Entry Requirements

Before undertaking this Skill Set candidates will be able to demonstrate extensive industry-relevant experience in the care, welfare and management of racing horses and must be able to demonstrate that they have the appropriate skills and knowledge commensurate with RGR30208 Certificate III in Racing (Advanced Stablehand).

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                                       |
|------------|----------------------------------------------------------------------------------|
| RGRPSH401A | Relate anatomical and physiological features to the care and treatment of horses |
| RGRPSH409A | Determine nutritional requirements for racing horses                             |
| RGRPSH420A | Participate in implementing racehorse exercise programs                          |
| RGRPSH423A | Train horses for jumping racing                                                  |
| RGRPSH502A | Plan and implement education of horses for racing                                |

## RGRSS00011 Harness Race Starter Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate IV in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete five (5) units of competency.

| Unit Code  | Unit Title                                                           |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRPSH201A | Handle horses                                                        |
| RGRROP406A | Perform duties of harness race starter                               |
| RGRSTD303A | Assess racing gear suitability and safety                            |

## Target Group

Those undertaking the duties of a race starter at harness race meetings and trials.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a race starter in the harness racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                  |
|------------|-------------------------------------------------------------|
| RGRTRK303A | Provide emergency animal assistance                         |
| RGRTRK402A | Relate animal welfare to track and environmental conditions |



## RGRSS00012 Harness Trackwork Driver Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards RGR40308 Certificate IV in Racing (Harness Race Driver).

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete five (5) units of competency.

| Unit Code  | Unit Title                                             |
|------------|--------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols  |
| RGRCMN201A | Follow OHS procedures and environmental work practices |
| RGRPSH304A | Identify factors that affect racehorse performance     |
| RGRPSH305A | Develop driving skills for trackwork                   |
| RGRPSH402A | Drive horses in pacework and fast work                 |

## Target Group

Those undertaking the duties of a trackwork driver in the harness racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a trackwork driver in the harness racing code.

## Entry Requirements

Before undertaking this Skill Set candidates will be able to demonstrate safe and competent horse handling and driving experience and must have been assessed as competent in:

- RGRPSH203A Perform basic driving tasks
- RGRPSH204A Prepare to drive jog work

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                            |
|------------|---------------------------------------|
| RGRPSH310A | Prepare for self-management in racing |
| RGRPSH403A | Educate harness horses for racing     |

## RGRSS00013 Race Meeting Farrier Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate IV in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                                           |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRROP403A | Perform duties of farrier at race meetings                           |

### Target Group

Those undertaking the duties of a race meeting farrier for the harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a race meeting farrier in the [*insert relevant racing code – harness OR thoroughbred*] racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                  |
|------------|-------------------------------------------------------------|
| RGRPSH201A | Handle horses                                               |
| RGRTRK402A | Relate animal welfare to track and environmental conditions |

## RGRSS00014 Racing Biological Security Officer Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate IV in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete five (5) units of competency.

| Unit Code   | Unit Title                                                           |
|-------------|----------------------------------------------------------------------|
| RGRCMN001A  | Comply with the rules of racing and related protocols                |
| RGRCMN401A  | Maintain and monitor OHS procedures and environmental work practices |
| AHCBIO202A  | Follow site quarantine procedures                                    |
| AHCBIO301A  | Work effectively in an emergency disease or plant pest response      |
| SISXEMR402A | Coordinate emergency responses                                       |

## Target Group

Those undertaking the duties of a racing biological security officer for the greyhound, harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a racing biological security officer [*insert relevant racing code – greyhound OR harness OR thoroughbred*] in the racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                  |
|------------|-------------------------------------------------------------|
| RGRTRK303A | Provide emergency animal assistance                         |
| RGRTRK402A | Relate animal welfare to track and environmental conditions |

## RGRSS00015 Racing Judge Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate IV in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                                           |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRROP411A | Perform duties of greyhound or horse race judge                      |

### Target Group

Those undertaking the duties of a racing judge for the greyhound, harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a racing judge in the [*insert relevant racing code – greyhound OR harness OR thoroughbred*] racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                       |
|------------|------------------------------------------------------------------|
| RGRROP315A | Perform duties of timekeeper at greyhound or horse race meetings |



## RGRSS00016 Racing Licensing and Registration Clerk Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate III in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                             |
|------------|--------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols  |
| RGRCMN201A | Follow OHS procedures and environmental work practices |
| RGRROP312A | Perform duties of licensing or registration clerk      |

### Target Group

Those undertaking the duties of a racing licensing and registration clerk for the greyhound, harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a racing licensing and registration clerk in the [*insert relevant racing code – greyhound OR harness OR thoroughbred*] racing code.

# RGRSS00017 Racing Nominations and Acceptances Clerk Skill Set

## Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

## Description

Not applicable.

## Pathways Information

These units provide credit towards a Certificate III in Racing Services.

## Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

## Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                             |
|------------|--------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols  |
| RGRCMN201A | Follow OHS procedures and environmental work practices |
| RGRROP313A | Process race nominations and acceptances               |

## Target Group

Those undertaking the duties of a racing nominations and acceptances clerk for the greyhound, harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a racing nominations and acceptances clerk in the [*insert relevant racing code – greyhound OR harness OR thoroughbred*] racing code.

## RGRSS00018 Racing Photo Finish Operator Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate III in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                                                  |
|------------|-----------------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                       |
| RGRCMN201A | Follow OHS procedures and environmental work practices                      |
| RGRROP314A | Perform duties of photo finish operator at greyhound or horse race meetings |

### Target Group

Those undertaking the duties of a racing photo finish operator for the greyhound, harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a racing photo finish operator in the [*insert relevant racing code – greyhound OR harness OR thoroughbred*] racing code.

## RGRSS00019 Racing Swab Attendant Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate III in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete five (5) units of competency.

| Unit Code  | Unit Title                                             |
|------------|--------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols  |
| RGRCMN201A | Follow OHS procedures and environmental work practices |
| RGRPSG201A | Handle greyhounds                                      |
| RGRPSH201A | Handle horses                                          |
| RGRSWA301A | Collect non-blood samples from greyhounds or horses    |

## Target Group

Those undertaking the duties of a swab attendant dealing with racing animals for the greyhound, harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a swab attendant dealing with racing animals in the *[insert relevant racing code – greyhound OR harness OR thoroughbred]* racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                           |
|------------|------------------------------------------------------|
| RGRSWA303A | Collect blood samples for racing animal drug testing |



## RGRSS00020 Racing Timekeeper Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate III in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete three (3) units of competency.

| Unit Code  | Unit Title                                                       |
|------------|------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols            |
| RGRCMN201A | Follow OHS procedures and environmental work practices           |
| RGRROP315A | Perform duties of timekeeper at greyhound or horse race meetings |

### Target Group

Those undertaking the duties of a racing timekeeper for the greyhound, harness or thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a racing timekeeper in the [*insert relevant racing code – greyhound OR harness OR thoroughbred*] racing code.

## RGRSS00021 Thoroughbred Barrier Attendant Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate II in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete four (4) units of competency.

| Unit Code  | Unit Title                                                                   |
|------------|------------------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                        |
| RGRCMN201A | Follow OHS procedures and environmental work practices                       |
| RGRPSH201A | Handle horses                                                                |
| RGRROP201A | Perform duties of barrier attendant at thoroughbred race meetings and trials |

### Target Group

Those working under supervision as a barrier attendant at thoroughbred trials and race meetings.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a barrier attendant in the thoroughbred racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority approval to operate requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                |
|------------|-------------------------------------------|
| AHCMOM205A | Operate vehicles                          |
| RGRSTD303A | Assess racing gear suitability and safety |
| RGRTRK303A | Provide emergency animal assistance       |

## RGRSS00022 Thoroughbred Exercise Rider Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards RGR30108 Certificate III in Racing (Trackrider).

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete five (5) units of competency.

| Unit Code  | Unit Title                                             |
|------------|--------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols  |
| RGRCMN201A | Follow OHS procedures and environmental work practices |
| RGRPSH304A | Identify factors that affect racehorse performance     |
| RGRPSH306A | Develop basic trackwork riding skills                  |
| RGRPSH307A | Exercise horses in pacework                            |

## Target Group

Those undertaking the duties of an exercise rider in the thoroughbred racing code.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as an exercise rider in the thoroughbred code of the racing industry.

## Entry Requirements

Before undertaking this Skill Set candidates will be able to demonstrate safe and competent horse handling and riding experience and must have been assessed as competent in:

- RGRPSH205A Perform basic riding tasks
- RGRPSH206A Develop riding skills for flatwork

## RGRSS00023 Thoroughbred Fast Work Rider Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards RGR30108 Certificate III in Racing (Trackrider) and RGR40208 Certificate IV in Racing (Jockey).

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete one (1) unit of competency.

| Unit Code  | Unit Title               |
|------------|--------------------------|
| RGRPSH404A | Ride horses in trackwork |

### Target Group

Those undertaking the duties of a fast work rider in the thoroughbred racing code.

### Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a fast work rider in the thoroughbred racing code.

## Entry Requirements

Before undertaking this Skill Set candidates must have been assessed as competent in the Thoroughbred Exercise Rider Skill Set.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                             |
|------------|----------------------------------------|
| RGRPSH310A | Prepare for self-management in racing  |
| RGRPSH405A | Ride horses in jump outs               |
| RGRPSH407A | Educate thoroughbred horses for racing |
| RGRPSH413A | Prepare for race riding                |
| RGRPSH414A | Ride horses in trials                  |



## RGRSS00024 Thoroughbred Race Starter Skill Set

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | RGR08      | Initial release |

### Description

Not applicable.

### Pathways Information

These units provide credit towards a Certificate IV in Racing Services.

### Licensing/Regulatory Information

Check with your State Principal Racing Authority for current license or registration requirements for this Skill Set.

### Skill Set Requirements

Complete five (5) units of competency.

| Unit Code  | Unit Title                                                           |
|------------|----------------------------------------------------------------------|
| RGRCMN001A | Comply with the rules of racing and related protocols                |
| RGRCMN401A | Maintain and monitor OHS procedures and environmental work practices |
| RGRPSH201A | Handle horses                                                        |
| RGRROP407A | Perform duties of thoroughbred race starter                          |
| RGRSTD303A | Assess racing gear suitability and safety                            |

## Target Group

Those undertaking the duties of a race starter at thoroughbred race meetings and trials.

## Suggested words for Statement of Attainment

These competencies from the RGR08 Racing Training Package meet industry requirements for working as a race starter in the thoroughbred racing code.

## Additional Advice

There may be additional units necessary to comply with specific State Principal Racing Authority licensing requirements. When additional units are required they are recognised as a separate Statement of Attainment. Suggested additional units are listed below.

| Unit Code  | Unit Title                                                  |
|------------|-------------------------------------------------------------|
| RGRTRK303A | Provide emergency animal assistance                         |
| RGRTRK402A | Relate animal welfare to track and environmental conditions |

## BSBCUS501C Manage quality customer service

### Modification History

| Release          | Comments                                                                                                                                                                                                                                              |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Release 1</b> | New release of this Qualification released with <i>version 6 of BSB07 Business Services Training Package</i> .<br><br>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

Operators may have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework. At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

### Application of the Unit

Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan to meet internal and external customer requirements | <p>1.1 Investigate, identify, assess, and include the needs of <b>customers</b> in planning processes</p> <p>1.2 Ensure plans achieve the <b>quality</b>, time and cost specifications agreed with customers</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2. Ensure delivery of quality products and services         | <p>2.1 Deliver <b>products and services</b> to customer specifications within organisation's business plan</p> <p>2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards</p> <p>2.3 Assist colleagues to overcome difficulty in meeting customer service standards</p>                                                                                                                                                                                                                                                                                                                                |
| 3. Monitor, adjust and review customer service              | <p>3.1 Develop and use <b>strategies</b> to monitor progress in achieving product and/or service targets and standards</p> <p>3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services</p> <p>3.3. Develop, procure and use <b>resources</b> effectively to provide quality products and services to customers</p> <p>3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups</p> <p>3.5 Manage records, reports and recommendations within the organisation's systems and processes</p> |

## Required Skills and Knowledge

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

**Required skills**

- analytical skills to identify trends and positions of products and services
- communication skills to:
  - coach and mentor staff and colleagues
  - monitor and advise on customer service strategies
- literacy skills to:
  - edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
  - prepare general information and papers according to target audience
  - read and understand a variety of texts
- problem-solving skills to:
  - deal with customer enquiries or complaints
  - deal with complex and non-routine difficulties
- technology skills to select and use technology appropriate to a task
- self-management skills to:
  - comply with policies and procedures
  - consistently evaluate and monitor own performance
  - seek learning opportunities.

**Required knowledge**

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - Australian consumer law
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- organisational policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- public relations and product promotion
- techniques for dealing with customers, including customers with specific needs
- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality

- problem identification and resolution
- quality customer service delivery
- record keeping and management methods
- strategies for monitoring, managing and introducing ways to improve customer service relationships
- strategies to obtain customer feedback.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | Evidence of the following is essential: <ul style="list-style-type: none"><li>• plans, policies or procedures for delivering quality customer service</li><li>• demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service</li><li>• knowledge of techniques for solving complaints.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context of and specific resources for assessment</b>                                             | Assessment must ensure: <ul style="list-style-type: none"><li>• access to appropriate documentation and resources normally used in the workplace.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Method of assessment</b>                                                                         | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"><li>• assessment of written reports</li><li>• demonstration of techniques</li><li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li><li>• observation of performance in role plays</li><li>• evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards</li><li>• review of strategies developed and used to monitor progress in achieving product and/or service targets and standards</li><li>• review of records, reports and recommendations about managing customer service.</li></ul> |

|                                            |                                                                                                              |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Guidance information for assessment</b> | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------|

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Customers</b> may be:                  | <ul style="list-style-type: none"> <li>• Board members</li> <li>• clients, purchasers of services</li> <li>• co-workers, peers and fellow frontline managers</li> <li>• members of the general public who make contact with the organisation, such as prospective purchasers of services</li> <li>• potential funding bodies</li> <li>• supervisors</li> <li>• suppliers of goods and services and contractors providing goods and services.</li> </ul>                                                                    |
| <b>Quality</b> may refer to:              | <ul style="list-style-type: none"> <li>• characteristics of a product, system, service or process that meet the requirements of customers and interested parties.</li> </ul>                                                                                                                                                                                                                                                                                                                                               |
| <b>Products and services</b> may include: | <ul style="list-style-type: none"> <li>• either products or services</li> <li>• goods</li> <li>• ideas</li> <li>• infrastructure</li> <li>• private or public sets of benefits.</li> </ul>                                                                                                                                                                                                                                                                                                                                 |
| <b>Strategies</b> may refer to:           | <ul style="list-style-type: none"> <li>• databases and other controls to record and compare data over time</li> <li>• electronic feedback mechanisms using intranet, internet and email</li> <li>• feedback forms and other devices to enable communication from customers</li> <li>• long-term or short-term plans for monitoring achievement and evaluating effectiveness</li> <li>• policies and procedures</li> <li>• questionnaires, survey and interviews</li> <li>• training and development activities.</li> </ul> |

|                               |                                                                                                                                                                                                                 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Resources</b> may include: | <ul style="list-style-type: none"><li>• buildings/facilities</li><li>• equipment</li><li>• finance</li><li>• information</li><li>• people</li><li>• power/energy</li><li>• technology</li><li>• time.</li></ul> |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Sector(s)

Stakeholder Relations – Customer Service

## Custom Content Section

Not applicable.



## BSBPMG522A Undertake project work

### Modification History

| Release   | Comments                                                                                                                                         |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Services Training Package Version 8.0</i>.</p> <p>Replaces BSBPMG510A Manage projects.</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake a straightforward project or a section of a larger project. This unit addresses the management of projects, including developing a project plan, administering and monitoring the project, finalising the project, and reviewing the project to identify lessons learned for application to future projects.

### Application of the Unit

The unit focuses on the application of project-management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Define project                 | 1.1 Access <b>project scope and other relevant documentation</b><br>1.2 Define project stakeholders<br>1.3 Seek clarification from <b>delegating authority</b> of issues related to project and <b>project parameters</b><br>1.4 Identify limits of own responsibility and reporting requirements<br>1.5 Clarify relationship of project to other projects and to the organisation's objectives<br>1.6 Determine and access available resources to undertake project                     |
| 2. Develop project plan           | 2.1 Develop <b>project plan</b> in line with the project parameters<br>2.2 Identify and access appropriate <b>project-management tools</b><br>2.3 Formulate risk-management plan for project, including work health and safety (WHS)<br>2.4 Develop and approve project budget<br>2.5 Consult team members and take their views into account in planning the project<br>2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan          |
| 3. Administer and monitor project | 3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements<br>3.2 Provide <b>support for project team members</b> , especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met<br>3.3 Establish and maintain <b>required record-keeping systems</b> throughout the project<br>3.4 Implement and monitor plans for managing project finances, |

|                     |                                                                                                                                                                                                                                                                                              |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <b>resources</b> and quality<br>3.5 Complete and forward project reports as required to stakeholders<br>3.6 Undertake <b>risk management</b> as required to ensure project outcomes are met<br>3.7 Achieve project deliverables                                                              |
| 4. Finalise project | 4.1 Complete financial record keeping associated with project and check for accuracy<br>4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles<br>4.3 Complete project documentation and obtain <b>necessary sign-offs</b> for concluding project |
| 5. Review project   | 5.1 Review project outcomes and processes against the project scope and plan<br>5.2 Involve team members in the project review<br>5.3 Document lessons learned from the project and report within the organisation                                                                           |

## Required Skills and Knowledge

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

### Required skills

- communication and negotiation skills to work with team members and other stakeholders to maintain project schedules
- communication skills to relate to people with diverse abilities and from diverse backgrounds in a culturally appropriate way
- literacy skills to read, write and review a range of documentation
- numeracy skills to:
  - analyse data
  - compare time lines and promotional costs against budgets
- planning and organising skills to develop, monitor and maintain implementation schedules.

### Required knowledge

- organisation's mission, goals, objectives and operations and how the project relates to them
- organisational structure, and lines of authority and communication in the organisation
- relevant legislation and codes from all levels of government that may affect aspects of business operations, including:
  - anti-discrimination legislation
  - codes of practice
  - environmental issues
  - ethical principles
  - WHS
  - privacy laws.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• developing a project plan</li> <li>• examples of monitoring arrangements and evaluation of the efficacy of the project plan in addressing project time lines and budget</li> <li>• knowledge of relevant legislation.</li> </ul>                                                                       |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to workplace project documentation</li> <li>• demonstration of all required skills, knowledge and performance in a workplace-based project.</li> </ul>                                                                                                                                                          |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</li> <li>• observation of presentations</li> </ul> |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>oral or written questioning to assess knowledge of the organisation's mission, goals, objectives and operations and how the project relates to them</li> <li>review of project risk-management plan and project plan</li> <li>evaluation of project reports forwarded to stakeholders</li> <li>analysis of documentation reviewing project outcomes and processes against the project scope and plan</li> <li>evaluation of documentation outlining lessons learned from the project.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>other project management units.</li> </ul>                                                                                                                                                                                                                                                                                                                      |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Project scope and other relevant documentation</i></b> may include: | <ul style="list-style-type: none"> <li>contract or other agreement</li> <li>project brief</li> <li>project plan or summary</li> <li>other documents outlining: <ul style="list-style-type: none"> <li>expected outcomes of the project</li> <li>inclusions and exclusions from project</li> <li>project resources</li> <li>quality standards for project</li> <li>timeframes for project.</li> </ul> </li> </ul> |
| <b><i>Stakeholders</i></b> may include:                                   | <ul style="list-style-type: none"> <li>clients or customers (internal and external)</li> <li>funding bodies</li> <li>management, employees and relevant key personnel (internal and external) with special responsibilities</li> <li>project sponsor.</li> </ul>                                                                                                                                                 |
| <b><i>Delegating authority</i></b> may include:                           | <ul style="list-style-type: none"> <li>customer or client</li> <li>funding body</li> <li>manager or management representative</li> </ul>                                                                                                                                                                                                                                                                         |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <ul style="list-style-type: none"> <li>• project sponsor.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Project parameters</b> may include:                          | <ul style="list-style-type: none"> <li>• project finances or budget</li> <li>• integration of project within organisation</li> <li>• legislative and quality standards</li> <li>• physical, human and technical resources available or required for project</li> <li>• procurement requirements associated with project</li> <li>• reporting requirements</li> <li>• risks associated with project, including WHS</li> <li>• scope of project</li> <li>• time lines.</li> </ul> |
| <b>Project plan</b> may include:                                | <ul style="list-style-type: none"> <li>• details of how the project will be managed</li> <li>• roles and responsibilities</li> <li>• time lines</li> <li>• work breakdown structure.</li> </ul>                                                                                                                                                                                                                                                                                 |
| <b>Project management tools</b> may include:                    | <ul style="list-style-type: none"> <li>• cost schedule control system</li> <li>• Critical Path Method</li> <li>• Gantt and bar charts</li> <li>• life cycle cost analysis</li> <li>• logistics support analysis</li> <li>• PERT charts</li> <li>• project management software</li> <li>• risk and issues logs</li> <li>• spreadsheets</li> <li>• technical resources required for the project, for example WHS management-system tools.</li> </ul>                              |
| <b>Support for project team members</b> may include:            | <ul style="list-style-type: none"> <li>• additional physical, human and technical resources (within allocated budget) if and as required</li> <li>• encouragement</li> <li>• feedback</li> <li>• learning and development</li> <li>• regular project team meetings</li> <li>• supervision, mentoring and coaching.</li> </ul>                                                                                                                                                   |
| <b>Required record-keeping systems</b> may include systems for: | <ul style="list-style-type: none"> <li>• correspondence</li> <li>• financial data, including costs, expenditure, income generated and purchases</li> <li>• project outcomes</li> <li>• quality data, including any test results</li> <li>• recording of time spent on project and progress in completing project</li> <li>• samples, prototypes and models.</li> </ul>                                                                                                          |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Resources</b> may include:                  | <ul style="list-style-type: none"><li>• human</li><li>• physical</li><li>• technical.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Risk management</b> may include:            | <ul style="list-style-type: none"><li>• changing roles and responsibilities in project team</li><li>• negotiating an extension of deadline, or redefining completion or quantity or quality of outcomes</li><li>• outsourcing some aspects of the project</li><li>• reducing costs</li><li>• researching and applying more efficient methods for completing project tasks</li><li>• seeking further resources to meet deadline</li><li>• sharing ideas to gain improvements to work undertaken in the project.</li></ul> |
| <b>Necessary sign-offs</b> may be required by: | <ul style="list-style-type: none"><li>• clients</li><li>• funding body</li><li>• management</li><li>• project sponsor.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                         |

## Unit Sector(s)

Management and Leadership – Project Management

## BSBWHS501A Ensure a safe workplace

### Modification History

| Release   | Comments                                                                                                                                                          |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This Unit first released with <i>BSB07 Business Training Package version 7.0</i>.</p> <p>Replaces and is equivalent to BSBOHS509A Ensure a safe workplace.</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area according to WHS legislative requirements.

### Application of the Unit

This unit applies to managers working in a range of contexts. It takes a systems approach and addresses compliance with relevant legislative requirements.

Those who have or are likely to have responsibility for WHS as part of their broader management role should undertake this unit.

The unit is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or their officers (as defined by relevant legislation).

*NOTE: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.*

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.



## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish and maintain a WHS management system                                             | <p>1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with <b>WHS legislation</b></p> <p>1.2 Identify <b>duty holders</b> and define WHS responsibilities for all workplace personnel according to WHS legislation, policies, procedures and programs</p> <p>1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)</p>                 |
| 2. Establish and maintain effective and compliant participation arrangements for managing WHS | <p>2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation</p> <p>2.2 Appropriately resolve issues raised through participation and consultation arrangements according to relevant WHS legislation</p> <p>2.3 Promptly provide information about the outcomes of participation and consultation to workers and ensure it is easy for them to access and understand</p> |
| 3. Establish and maintain procedures for effectively identifying                              | <p>3.1 Develop procedures for ongoing hazard identification, and assessment and <b>control of associated risks</b></p> <p>3.2 Include hazard identification at the planning, design and</p>                                                                                                                                                                                                                                                             |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| hazards, and assessing and controlling risks     | <p>evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes and existing hazards are controlled</p> <p>3.3 Develop and maintain procedures for selecting and implementing risk controls according to the hierarchy of control and WHS legislative requirements</p> <p>3.4 Identify inadequacies in existing risk controls according to the hierarchy of control and WHS legislative requirements, and promptly provide resources to enable implementation of new measures</p> <p>3.5 Identify requirements for expert WHS advice, and request this advice as required</p>                                                                      |
| 4. Evaluate and maintain a WHS management system | <p>4.1 Develop and provide a WHS induction and training program for all workers as part of the organisation's training program</p> <p>4.2 Use a system for <b>WHS recordkeeping</b> to allow identification of patterns of occupational injury and disease in the organisation, and to maintain a record of WHS decisions made, including reasons for the decision</p> <p>4.3 Measure and evaluate the WHSMS in line with the organisation's quality systems framework</p> <p>4.4 Develop and implement improvements to the WHSMS to achieve organisational WHS objectives</p> <p>4.5 Ensure compliance with the WHS legislative framework so that, as a minimum, WHS legal requirements are achieved</p> |

## Required Skills and Knowledge

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

### Required skills

- analytical and problem solving skills to examine relevant workplace information and data to identify hazards, and to assess and control risks
- communication skills to consult with staff and to promote a safe workplace
- information technology skills to store and retrieve relevant workplace information and data
- literacy skills to adapt and communicate WHS policies that reflect WHS legislative requirements
- problem-solving skills to deal with complex and non-routine difficulties.

## Required knowledge

- hazard identification and risk-management processes
- hierarchy of risk control
- in-house and WHS legislative reporting requirements
- relevant WHS Acts, regulations and codes of practice that apply to the business operation.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"><li>• detailed knowledge and application of all relevant WHS Acts, regulations and codes of practice</li><li>• establishing and maintaining arrangements for managing WHS within the organisation's business systems and practices</li><li>• identifying requirements for expert WHS advice.</li></ul>                                                                                                                                                                                                                  |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>• appropriate documentation and resources normally used in the workplace.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"><li>• analysis of responses to case studies and scenarios</li><li>• assessment of written reports</li><li>• demonstration of techniques</li><li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</li><li>• review of WHS policies, information provided on the WHSMS, and information about the outcomes</li></ul> |

|                                            |                                                                                                                                                                                                                                                                                                |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>of participation and consultation provided to workers</p> <ul style="list-style-type: none"> <li>• oral or written questioning to assess knowledge of WHS and WHS legislation</li> <li>• evaluation of WHS induction and training</li> <li>• review of WHS recordkeeping system.</li> </ul> |
| <b>Guidance information for assessment</b> | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.                                                                                                                                                                                   |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WHS legislation</b> may include: | <ul style="list-style-type: none"> <li>• applicable commonwealth and state or territory WHS Acts, regulations and codes of practice</li> <li>• common law duties to meet general duty of care requirements</li> <li>• WHS legislative and regulatory requirements for: <ul style="list-style-type: none"> <li>• effectively managing hazards</li> <li>• establishing consultation arrangements, including those for health and safety representatives and health and safety committees</li> <li>• providing information and training, including training in safe operating procedures; procedures for workplace hazards; hazard identification, risk assessment and risk control; and emergency and evacuation procedures</li> </ul> </li> <li>• WHS legislative, regulatory and other requirements for the maintenance and confidentiality of records of occupational injury and disease.</li> </ul> |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Duty holders</i></b> may include:                | <ul style="list-style-type: none"> <li>• as specified in WHS Acts: <ul style="list-style-type: none"> <li>• officers</li> <li>• PCBUs or their officers</li> <li>• workers</li> <li>• other persons at a workplace.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>Control of associated risks</i></b> may include: | <ul style="list-style-type: none"> <li>• administrative</li> <li>• as specified in WHS Acts, regulations and codes of practice</li> <li>• counselling/disciplinary processes, such as those associated with alcohol and other drugs</li> <li>• education about alcohol and other drugs work-related issues</li> <li>• engineering</li> <li>• hazard elimination</li> <li>• housekeeping and storage</li> <li>• issue resolution</li> <li>• personal protective equipment</li> <li>• purchasing of supplies and equipment</li> <li>• workplace inspections, including plant and equipment.</li> </ul>                                                                                                 |
| <b><i>WHS recordkeeping</i></b> may relate to:         | <ul style="list-style-type: none"> <li>• audit and inspection reports</li> <li>• consultation, such as: <ul style="list-style-type: none"> <li>• meetings of health and safety committees</li> <li>• work team meeting agendas, including WHS items and actions</li> </ul> </li> <li>• first aid/medical post records</li> <li>• hazardous chemicals registers</li> <li>• induction, instruction and training</li> <li>• manufacturer and supplier information, including dangerous goods storage lists</li> <li>• plant and equipment maintenance and testing reports</li> <li>• workers' compensation and rehabilitation records</li> <li>• workplace environmental monitoring records.</li> </ul> |

## Unit Sector(s)

Regulation, Licensing and Risk – Work Health and Safety

# BSBWOR501B Manage personal work priorities and professional development

## Modification History

Not applicable.

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|                           |  |
|                           |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish personal work goals                | <p>1.1. Serve as a positive role model in the workplace through personal work planning and organisation</p> <p>1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and <b><i>own responsibilities and accountabilities</i></b></p> <p>1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies</p> |
| 2. Set and meet own work priorities             | <p>2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives</p> <p>2.2. Use <b><i>technology</i></b> efficiently and effectively to manage work priorities and commitments</p> <p>2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to</p>       |
| 3. Develop and maintain professional competence | <p>3.1. Assess personal knowledge and skills against <b><i>competency standards</i></b> to determine development needs, priorities and plans</p> <p>3.2. Seek feedback from employees, <b><i>clients and colleagues</i></b> and use this feedback to identify and</p>                                                                                                                    |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                      |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>develop ways to improve competence</p> <p>3.3. Identify, evaluate, select and use <b>development opportunities</b> suitable to personal learning style/s to develop competence</p> <p>3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships</p> <p>3.5. Identify and develop new skills to achieve and maintain a competitive edge</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

#### Required knowledge

- principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - personal development plan
  - personal goal setting
  - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the



| <b>EVIDENCE GUIDE</b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Overview of assessment</b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                          | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed</li> <li>• personal development plan, with career objectives and an action plan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context of and specific resources for assessment</b>                                                                      | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to appropriate documentation and resources normally used in the workplace.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Method of assessment</b>                                                                                                  | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of work methods and practices that can improve personal performance</li> <li>• review of personal work goals, plans and activities</li> <li>• evaluation of work-life balance</li> <li>• review of documentation assessing personal knowledge and skills against competency standards.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                   | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Diploma of Management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                    |
|-------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. It allows for different |

**RANGE STATEMENT**

work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Own responsibilities and accountabilities*** may include:

- expectations of workplace performance as expressed in a performance plan
- outputs as expressed in position descriptions or duty statements
- statement of conduct outlining an individual's responsibilities/actions/performance

***Technology*** may include:

- computerised systems and software, databases, project management and word processing
- electronic diary
- personal digital assistant (PDA)

***Competency standards*** may include:

- enterprise-specific units of competency consistent with work requirements
- nationally endorsed units of competency consistent with work requirements

***Clients and colleagues*** may be:

- colleagues at the same level and more senior managers
- internal or external customers
- people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- team members

***Development opportunities*** may include:

- action learning
- coaching
- exchange/rotation
- induction
- mentoring
- shadowing
- structured training programs

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                        |
|-------------------------|----------------------------------------|
| <b>Competency field</b> | Management and Leadership - Management |
|-------------------------|----------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBWOR502B Ensure team effectiveness

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to managers and addresses the need for managers to facilitate work teams and to build a positive culture within work teams. The unit takes a systematic and planned approach to developing teams. It includes the soft skills as well as more structured approaches to the management of teams.</p> <p>At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

| Prerequisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish team performance plan      | <p>1.1. <b><i>Consult</i></b> team members to establish a common understanding of team purpose, roles, responsibilities and <b><i>accountabilities</i></b> in accordance with organisational goals, plans and objectives</p> <p>1.2. Develop <b><i>performance plans</i></b> to establish expected <b><i>outcomes, outputs, key performance indicators</i></b> and goals for work team</p> <p>1.3. <b><i>Support</i></b> team members in meeting expected performance outcomes</p> |
| 2. Develop and facilitate team cohesion | <p>2.1. Develop <b><i>strategies</i></b> to ensure team members have input into planning, decision making and operational aspects of work team</p> <p>2.2. Develop <b><i>policies and procedures</i></b> to ensure team members take responsibility for own work and assist</p>                                                                                                                                                                                                    |

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <p>others to undertake required roles and responsibilities</p> <p>2.3. Provide feedback to team members to encourage, value and reward individual and team efforts and contributions</p> <p>2.4. Develop <b>processes</b> to ensure that issues, concerns and problems identified by team members are recognised and addressed</p>                                                                                                                                                                    |
| 3. Facilitate teamwork      | <p>3.1. Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes</p> <p>3.2. Support the team in identifying and resolving work performance problems</p> <p>3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all <b>stakeholders</b></p>                                                                                                       |
| 4. Liaise with stakeholders | <p>4.1. Establish and maintain open communication processes with all stakeholders</p> <p>4.2. Communicate information from <b>line manager/management</b> to the team</p> <p>4.3. Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders</p> <p>4.4. Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to explain team goals, to address team conflict and to build an environment of trust
- planning and organisational skills to keep team on track and focussed on work outcomes.

#### Required knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

- group behaviour
- strategies for mentoring and coaching to informally guide and instruct team members
- issue resolution
- strategies for gaining consensus.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- range of techniques that can be used to build work teams, strengthen communications in the team and resolve issues
- methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track
- knowledge of group behaviour.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of written reports
- demonstration of team building techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of performance in role plays
- review of performance plans developed for work team
- review of policies and procedures developed to

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | ensure team members take responsibility for own work.                                                                                                                                                                          |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>other units from the Diploma of Management.</li> </ul> |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Consultation</i></b> may refer to:                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans</li> <li>mechanisms used to provide feedback to the work team in relation to outcomes of consultation</li> </ul> |
| <b><i>Accountabilities</i></b> may refer to:                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar</li> <li>statement of conduct outlining responsibilities/actions/performance</li> </ul>                                                                                                                                                            |
| <b><i>Performance plans</i></b> may refer to:                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>individual performance plans linked to team goals</li> <li>team plans based on work assignments and responsibilities</li> </ul>                                                                                                                                                                                                                                 |
| <b><i>Outcomes, outputs, key performance indicators</i></b> may refer to agreed:                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>changes in work roles and responsibilities</li> <li>improved individual and team, performance and participation</li> <li>improvements to systems, operations</li> <li>measures for monitoring and evaluating the</li> </ul>                                                                                                                                     |



| <b>RANGE STATEMENT</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <p>efficiency or effectiveness of systems or services</p> <ul style="list-style-type: none"> <li>• quality standards and expectations</li> <li>• targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism</li> <li>• targets for training and development</li> </ul>                                                                                                                                                          |
| <b>Support</b> may include:                  | <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Mentoring</li> <li>• Training and development opportunities</li> <li>• Clarification of roles and expectations</li> <li>• Long term or short term plans</li> <li>• Meetings</li> </ul>                                                                                                                                                                                                                                     |
| <b>Strategies</b> may refer to:              | <ul style="list-style-type: none"> <li>• clarification of roles and expectations</li> <li>• electronic communication devices and processes, such as intranet and email communication systems, to facilitate input</li> <li>• long-term or short-term plans factoring in opportunities for team input</li> <li>• mentoring and 'buddy' systems to support team members in providing input</li> <li>• newsletters and briefings</li> <li>• training and development activities</li> </ul> |
| <b>Policies and procedures</b> may refer to: | <ul style="list-style-type: none"> <li>• organisational guidelines and systems that govern operational functions</li> <li>• procedures that detail the activities that must be carried out for the completion of actions and tasks</li> <li>• Standard Operating Procedures</li> </ul>                                                                                                                                                                                                  |
| <b>Processes</b> may refer to:               | <ul style="list-style-type: none"> <li>• brainstorming options with the team for addressing concerns</li> <li>• creating a matrix of issues and concerns and distributing for comment</li> <li>• discussions with individuals regarding their concerns</li> <li>• distributing drafts for comment with a range of options for resolution of concerns</li> <li>• training and development sessions</li> </ul>                                                                            |
| <b>Stakeholders</b> may include:             | <ul style="list-style-type: none"> <li>• Board members</li> <li>• business or government contacts</li> <li>• funding bodies</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |

| RANGE STATEMENT                              |                                                                                                                                                    |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <li>• union/employee groups and representatives</li> <li>• work team</li> </ul>                                 |
| <i>Line manager/management</i> may refer to: | <ul style="list-style-type: none"> <li>• chief executive officer</li> <li>• direct superior</li> <li>• other management representatives</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                               |
|------------------|-----------------------------------------------|
| Competency field | Industry Capability - Workplace Effectiveness |
|------------------|-----------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## RGRADM301A Assist with race meeting operations

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to assist with race meeting operations. It requires the ability to maintain and monitor the organisation's policies including OHS standards, assist stewards and race meeting operations staff, liaise with racing participants, apply effective verbal and written communication skills, work in a team environment and complete required administration tasks.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports race club employees to assist with race meeting operations.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide assistance to stewards.                      | <ol style="list-style-type: none"><li>1. <b><i>Stewards' room is prepared</i></b> prior to commencement of race meeting.</li><li>2. Stewards' requirements are determined prior to commencement of race meeting.</li><li>3. Telephone lines and <b><i>other methods of communication</i></b> are checked for working order prior to commencement of race meeting.</li><li>4. Race documentation and reports are relayed to stewards.</li></ol> |
| Provide assistance to race meeting operations staff. | <ol style="list-style-type: none"><li>5. <b><i>Equipment</i></b> is checked for working order prior to commencement of race meeting.</li><li>6. Documentation and records are prepared, checked for</li></ol>                                                                                                                                                                                                                                  |

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Liaise with racing participants and others. | <p>accuracy and currency prior to commencement of race meeting.</p> <p>7. <b>Information and support</b> are provided during race meeting as required.</p> <p>8. Requests for information, services or other assistance are accommodated within scope of responsibility and according to <b>racing protocols and procedures</b> .</p> <p>9. Passes and tickets are prepared and allocated according to race club policies and procedures.</p> <p>10. Records of club membership are maintained.</p> <p>11. <b>Special guests</b> are identified and directed to appropriate area.</p> <p>12. Funds are collected and payments distributed according to club policies and procedures.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- allocating duties to staff based on a range of operational requirements, staff experience, level of responsibility and complexity of job task
- communicating with stewards, racing officials, personnel and others using assertive communication techniques to gather, interpret and relay information related to the conduct and operation of race meetings
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- making effective decisions to resolve routine problems
- operating a range of equipment and technology and complying with procedures for operation and maintenance
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

## REQUIRED SKILLS AND KNOWLEDGE

- applicable federal, state or territory legislation and regulations, and national standards and codes of practice relevant to full range of processes relating to own work role and responsibilities
- organisational policies and procedures
- principles of effective communication
- communication procedures with stewards, racing officials and other relevant people
- race meeting operations and staff roles
- relevant workplace documentation and its purpose
- rules of racing
- time management in the completion of workplace tasks
- types of equipment and procedures for their operation and maintenance.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when assisting with race meeting operations
- implementation of procedures and timely techniques for the safe, effective and efficient application of race meeting operations assistance
- working with others to undertake and complete assistance procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

**Context of and specific resources for** Competency must be assessed in a racing workplace that

## EVIDENCE GUIDE

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### assessment

provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to assist with race meeting operations
- relevant racing industry work sites, such as administration buildings, race clubs and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to effectively assist with race meeting operations. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Stewards' room preparation*** may include:

- lighting and power
- race books
- recording equipment
- television monitors
- video re-play equipment.

***Other methods of communication*** may include:

- internet
- mobile phones (restricted access)
- public address system
- race callers address system
- semaphore
- television monitors
- two-way radios.

***Race documentation and reports*** may include:

- approved gear lists
- barrier trial reports
- current racing code notices of greyhound or horse trainer, driver or jockey offences
- form guides
- gear changes
- greyhound or horse identification summaries
- greyhound performance cards
- medical for drivers or riders
- race books
- registration papers
- scratching lists
- starter reports
- swab reports
- trainer, driver or jockey disciplinary records
- veterinary reports.



## RANGE STATEMENT

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***Equipment check*** may include:

- barriers or starting boxes
- back up generators
- bar taps and associated equipment
- camera and photo finish equipment
- electrical equipment, including timing devices
- internet connections and computers
- kitchen equipment for dining areas
- public address system
- power
- recording devices
- semaphore
- telephones
- television monitors
- tractors and other vehicles, including animal ambulances
- totalisator.

***Information and support provided*** may include:

- information via:
  - notice boards
  - public address
  - race day office
  - semaphore
  - strategically placed signage
  - television monitors
- support to:
  - race club committee
  - race club manager
  - race day operations staff
  - stewards.

***Racing protocols and procedures*** may include:

- adherence to Australian and local rules of racing
- confidentiality
- following chain of command, such as stewards or licensed personnel
- restricted areas for use of mobile phones
- security and restricted access areas.

***Special guests*** may include:

- career advisors and schools groups
- function guests
- media and journalists
- race sponsors

## RANGE STATEMENT

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- racing administrators.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

## RGRADM302A Supervise use of track and race club facilities

### Modification History

Not Applicable

### Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to supervise the use of track and race club facilities. It requires knowledge and skills associated with maintaining and monitoring the organisation's policies related to facilities usage, staff supervision, security of race club property and the conduct of licensed personnel and others in the relevant area of work in accordance with OHS standards.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

**Application of the unit** This unit of competency supports race club employees to supervise use of track and race club facilities.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Oversee use of facilities.

1. ***Tracks are selected*** for trackwork in consultation with ***race club policy*** .
2. Location and operation of ***emergency equipment*** are verified prior to starting track facility supervision.
3. Trackwork is supervised to ***minimise risk of accident*** and injury.
4. Use of ***other race club facilities*** is monitored to reduce risk of injury or damage to personnel and animals.

| ELEMENT                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitor visitors.            | <ol style="list-style-type: none"> <li>5. Track security protocols are observed.</li> <li>6. Visitor access to restricted areas is verified.</li> <li>7. Signage and barriers are installed in restricted areas.</li> <li>8. Crossings or other areas of potential contact with animals are supervised.</li> </ol>                                                                                                                                                                                                            |
| Report damage and incidents. | <ol style="list-style-type: none"> <li>9. <b>Equipment and machinery</b> are checked for safe and efficient operation.</li> <li>10. 'Do not use' signs are attached to damaged or non-functioning equipment.</li> <li>11. Equipment and machinery logbooks and incident reports are completed and damaged or non-functioning equipment is reported to supervisor.</li> <li>12. Arrangements are made to repair damaged or non-functioning equipment according to workplace procedures and supervisor instructions.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- allocating duties to staff, based on a range of operational requirements, staff experience, level of responsibility and complexity of job task
- assessing race club and industry requirements associated with trackwork and training operations, including safety, security, licensing, staff and animal welfare
- communicating with licensed and registered personnel and industry officials using assertive communication techniques to gather, interpret and relay information related to the track and race club facilities supervision
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with OHS and environmental regulations
- complying with organisational policies and procedures
- evaluating risks associated with track and race club equipment and activities
- identifying industry approved gear and saddlery
- making effective decisions
- operating equipment and machinery
- reading and interpreting workplace documentation, including rules of racing

## REQUIRED SKILLS AND KNOWLEDGE

- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- resolving routine problems
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- applicable federal, state or territory legislation and regulations, and national standards and codes of practice relevant to full range of processes relating to own work role and responsibilities
- hazards and potential hazards in the workplace and risk control procedures
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- protocols and procedures for communicating with licensed and registered personnel, racing officials and other relevant people
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reporting requirements for non-conformance
- rules relating to common welfare principles of racing animals, race club security, track conditions and associated documentation
- rules relating to licensed personnel, permit holders and others authorised to undertake work on training and racecourses
- types of equipment and procedures for operation and maintenance
- workplace specific and OHS requirements for engagement of contractors.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

## EVIDENCE GUIDE

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- knowledge of the requirements, procedures and instructions that are to apply when supervising use of track and race club facilities
- implementation of procedures and timely techniques for the safe, effective and efficient application of supervisory duties
- working with others to undertake and complete supervisory procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to supervise use of track and race club facilities
- relevant racing industry work sites, such as administration buildings, training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by

## EVIDENCE GUIDE

|                                            |                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | supervisors or other appropriate persons.                                                                                                                                                                                                                                                                                           |
|                                            | This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.                                                                                                                                                                                                 |
| <b>Guidance information for assessment</b> | Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds). |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to effectively supervise the use of track and race club facilities. Workplaces include greyhound, harness or thoroughbred racecourses, training tracks, administration buildings and public areas.

***Track selection in relation to race club policy*** may include:

- fast days and slow days
- horses not working fast keep to outside of designated track
- number of horses working abreast
- slow work, pace work or gallops
- type of track, including:
  - A grass
  - B grass
  - cinders
  - sand
  - synthetic
  - woodchip.

***Emergency equipment location*** may include:

- administration buildings
- tie up stalls, kennels and stables



## RANGE STATEMENT

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***Risk of accidents*** may be minimised by:

- with trackwork supervision attendant.
- applying safe operating procedures for the protection of other persons and animals
- identifying hazards
- controlling risks
- eliminating hazardous materials and substances
- safely using and operating equipment
- using correct manual handling techniques, including:
  - carrying
  - lifting
  - shifting.

***Other race club facilities*** may include:

- administration buildings
- alarms
- amenities block
- bull ring
- exercise yard
- float or trailer parking areas
- grandstands or spectator viewing areas
- grounds and gardens
- hose bays
- kennels
- machinery sheds
- mobile starting barriers
- rails and fences
- sand roll
- semaphore board and timing equipment
- signage
- steward and camera towers
- swab box
- tie up stalls and stabling
- totalisator area and equipment.
- closed circuit camera operation
- lighting
- registered and licensed persons
- relevant rules of racing
- restricted areas
- stewards' operations
- track opening times.

***Track security protocols*** may involve:

- closed circuit camera operation
- lighting
- registered and licensed persons
- relevant rules of racing
- restricted areas
- stewards' operations
- track opening times.

***Supervising crossings or other***

- adhering to animal welfare principles

## RANGE STATEMENT

***areas of potential contact with animals*** may involve:

- attendant leading horses person to person in tie up or other exercise areas
- horses using crossings in single file, unless led off a hack
- loading and unloading horses from floats in safe manner
- trainer or attendant responsibility for cleanliness of sand roll after use
- trainer or attendant responsibility for use of bridle or bit on horses, or muzzles on greyhounds, on race club property
- using personal protective equipment in all activities with horses or greyhounds.

***Equipment and machinery*** may include:

- chemical spray apparatus
- electrical boards
- escalators and lifts
- fire equipment
- gardening tools
- hydrants
- irrigation pipes and sprinklers
- lighting
- mirror box
- mobile starting barriers
- photo finish equipment
- public address system
- rails
- soil aerators and spreaders
- starting boxes
- tractors and harrows
- travelling irrigators.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## RGRADM401A Manage race meeting operations

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to plan and oversee race meeting activities and manage post-race meeting tasks. It requires the application of safe operating procedures and other legislative requirements related to managing race club staff and others authorised to undertake work on racecourses, developing and applying race day operating procedures, emergency contingency plans and infrastructure and equipment maintenance programs.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports race club employees authorised to manage race meeting operations.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Plan race meeting activities.

1. Race meeting ***staff requirements*** are determined.
2. ***Special race meeting activities*** or procedures are identified and operational plans prepared.
3. ***Race meeting duties*** are allocated to staff and responsibilities confirmed.
4. ***Contingency plans*** for staff absences, ***emergencies*** or breakdowns are prepared.
5. Other stakeholders are advised of race meeting.

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oversee race meeting activities.     | <ol style="list-style-type: none"> <li>6. Staff attendance , equipment and supplies required for race meeting are confirmed prior to commencement of race meeting.</li> <li>7. <b>Requirements of stewards</b> are confirmed prior to commencement of race meeting.</li> <li>8. Meeting with staff prior to public access to the racecourse is initiated.</li> <li>9. <b>Information and services</b> are provided to race meeting participants.</li> <li>10. Race meeting activities are supervised.</li> </ol>                                                                                                                                          |
| Manage post-race meeting activities. | <ol style="list-style-type: none"> <li>11. Equipment, supplies and facilities are shutdown, returned to storage area as required, and secured.</li> <li>12. Staff duties and shifts are confirmed as completed.</li> <li>13. Damaged or faulty equipment or facilities are recorded and repairs initiated.</li> <li>14. Injuries, accidents or incidents and actions taken are recorded and reported according to <b>operational procedures and legislative requirements</b> .</li> <li>15. Cash is counted and secured according to operational procedures.</li> <li>16. Race meeting report is prepared according to operational procedures.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- allocating duties to staff based on a range of operational requirements, staff experience, level of responsibility and complexity of job task
- assessing race club and industry requirements associated with race meeting operations, including safety, security, licensing, and staff and animal welfare
- communicating with race club personnel, officials and contractors using assertive communication techniques to gather, interpret and relay information related to the conduct and operation of a race meeting
- completing duties in accordance with safe operating procedures and nominated time frame

## REQUIRED SKILLS AND KNOWLEDGE

- completing roster preparation
- complying with OHS legislation, regulations and codes of practice
- complying with organisational policies and procedures
- developing operational plans and procedures
- evaluating risks associated with race club equipment and activities
- giving, receiving and interpreting instructions
- making effective decisions
- monitoring procedures for operation and maintenance of a range of equipment and technology
- reading and interpreting workplace documentation, including rules of racing
- recognising faulty equipment, machinery and infrastructure
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- resolving routine and unexpected problems
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- detailed understanding of applicable federal, state or territory legislation and regulations, and national standards and codes of practices relevant to full range of processes relating to work role and responsibilities
- environmental protection requirements
- organisational policies and procedures
- principles of effective communication
- racing industry safety requirements, including safe operating procedures
- relevant workplace documentation and its purpose
- rights and responsibilities of employees, supervisors, employers and contractors
- specific customer requirements in relation to access and cultural requirements and protocols
- time management in the completion of workplace tasks
- types of equipment and procedures for their operation and maintenance
- workplace specific and OHS requirements for engagement of contractors.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

## EVIDENCE GUIDE

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Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when managing race meeting operations
- implementation of procedures and timely techniques for the safe, effective and efficient application of management duties
- working with others to undertake and complete management procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to manage race meeting operations
- relevant racing industry work sites, such as administration buildings, racetracks and registered race meetings
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:



## EVIDENCE GUIDE

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN401A Maintain and monitor OHS procedures and environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to manage race meeting operations. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Staff requirements*** may include:

- administration:
- race day office
- catering and hospitality
- first aid personnel

## RANGE STATEMENT

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***Special race meeting activities or procedures*** may include:

- grounds staff
- operations staff:
  - barrier attendant or kennel attendant
  - clerk of the course
  - farrier
  - judge
  - photo finish operator
  - racecourse detective
  - starter
  - scribe or shorthand writer
  - swab staff
  - timekeeper
  - veterinarian
- staff requirements for TAB and non-TAB meetings
- security
- stewards
- totalisator operators.
- access for contractors
- additional requirements for:
  - audiovisual, including assistive technology requirements
  - beverage
  - catering, including specific dietary requirements
  - cleaning
  - entertainment
  - hospitality
  - marquees
  - media
  - parking, including accessible parking for people with a disability
  - power
- reviewing contractors' safe operating procedures
- risk management
- security
- signage, including accessible signage
- site or venue

## RANGE STATEMENT

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***Race meeting duties allocated to staff*** may include:

- speakers
- suppliers
- transport, including arrangements for groups such as people with a disability.
- administration
- checking operation and soundness of infrastructure and facilities:
  - public address system and semaphore
  - signage
  - spectator viewing facilities and seating
  - totalisator
- erection and pull down of marquees
- hospitality
- landscaping and grounds
- track surrounds preparation:
  - condition
  - irrigation pipes removal
  - machinery removal.

***Emergencies requiring contingency plans*** will include:

- animal injury
- chemical spillage
- earthquake
- fire
- high winds
- security threat, such as bomb threat
- suspected animal emergency disease outbreak.

***Race meeting requirements of stewards*** may include:

- catering
- equipment, including television monitors and telephones in good operating order
- lighting and power to stewards room
- recording equipment
- video re-play equipment.

***Information and services provided to race meeting participants*** may include:

- notice boards
- public address
- race day office
- semaphore
- signage
- televised races.

***Supervised race meeting activities*** may include those

- administration areas, including race day office
- bars

## RANGE STATEMENT

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occurring in:

- betting rings
- hospitality and catering areas
- members area and public stands
- parking areas, including areas for cars, floats and trailers
- race meeting stalls or kennels
- special function areas
- totalisator
- track maintenance between races.

***Damaged or faulty equipment or facilities*** may include:

- barriers or starting boxes
- machinery, including track maintenance equipment
- monitors
- seating
- swab box
- surveillance towers.

***Operational procedures and legislative requirements*** may include:

- adhering to legislation from local, state and federal levels of government that affects business operation, including:
  - animal welfare
  - anti-discrimination
  - environmental and waste management
  - equal employment opportunity
  - food and beverage handling
  - industrial relations
  - OHS
  - responsible service of alcohol
- maintaining records and reports, including:
  - audit and inspection records
  - contractor records
  - consultation records of OHS committees and agendas
  - dangerous goods storage lists
  - employee and payroll records
  - first aid and medical records
  - hazardous substances register
  - induction, training and instruction records
  - material safety data sheets for chemicals and medications
  - plant and equipment maintenance testing

## RANGE STATEMENT

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records

- safe operating procedures
- workers' compensation and rehabilitation records.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

## RGRADM402A Prepare for race meeting special events

### Modification History

Not Applicable

### Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to prepare for race meeting special events and includes pre and post-event inspections of race club facilities, equipment, machinery and infrastructure. It requires knowledge of regulations related to workplace health and safety, including emergency evacuation and communication skills to discuss client and contractor requirements.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

**Application of the unit** This unit of competency supports race club employees authorised to prepare for race meeting special events.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Plan for special event.

1. Special event ***requirements*** are clarified with race club personnel.
2. Pre-planning ***work roster*** with monthly, weekly and daily objectives is prepared.
3. ***Contractor and client requirements*** are discussed and logged, and equipment is ordered.
4. Site plan is prepared for allocation of client and contractor venues.

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oversee post special event clean-up (pull down). | <ol style="list-style-type: none"> <li>5. Compliance with OHS, environmental, race club and other requirements is verified with contractors, clients and staff.</li> <li>6. <b>Emergency evacuation</b> plan is prepared and signage erected.</li> <li>7. Access for contractors is managed to avoid potential site congestion and public access.</li> <li>8. Inventory is checked for return of all race club equipment.</li> <li>9. Damage to equipment or infrastructure is reported and repairs are initiated by following workplace procedures or supervisor instructions.</li> <li>10. Before site is declared open for regular access, area is checked for <b>safety</b> and removal of all items, equipment and contractor supplies.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- allocating duties to staff based on a range of operational requirements, staff experience, level of responsibility and complexity of job task
- communicating with race club staff, licensed or registered personnel, and industry officials using assertive communication techniques to gather, interpret and relay information related to preparing for special events
- completing duties in accordance with safe operating procedures and nominated time frame
- completing roster preparation
- complying with OHS legislation, regulations and codes of practice
- complying with organisational policies and procedures
- delegating duties to staff
- giving, receiving and interpreting instructions
- making effective decisions
- operating equipment and technology, including new technology as required
- reading and interpreting workplace documentation, including rules of racing
- recognising faulty equipment, machinery and infrastructure



## REQUIRED SKILLS AND KNOWLEDGE

- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- resolving routine problems
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- detailed understanding of applicable federal, state or territory legislation and regulations, and national standards and codes of practices relevant to full range of processes relating to work role and responsibilities
- environmental protection requirements
- organisational policies and procedures
- principles of effective communication
- racing industry safety requirements, including safe operating procedures
- relevant workplace documentation and its purpose
- rights and responsibilities of employees, supervisors, employers and contractors
- specific customer requirements in relation to access and cultural requirements and protocols
- time management in the completion of workplace tasks
- types of equipment and procedures for their operation and maintenance
- workplace specific and OHS requirements for engagement of contractors.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when preparing for race meeting special events
- implementation of procedures and timely techniques

## EVIDENCE GUIDE

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for safe, effective and efficient special events preparations

- working with others to undertake and complete preparation procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to manage race meeting operations
- relevant racing industry work sites, such as administration buildings, racetracks and registered race meetings
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector,

## EVIDENCE GUIDE

### Guidance information for assessment

workplace and job role, for example:

- RGRCMN401A Maintain and monitor OHS procedures and environmental work practices.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to prepare for race meeting special events. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

Special event ***requirements*** may include:

- access for contractors
- audiovisual, including assistive technology requirements
- beverages
- catering, including specific dietary requirements
- cleaning
- entertainment
- hospitality
- marquee or additional hospitality areas
- media
- parking, including accessible parking for people with a disability
- photography
- power
- reviewing contractors' safe operating

## RANGE STATEMENT

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|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <ul style="list-style-type: none"> <li>procedures</li> <li>risk management</li> <li>security</li> <li>signage, including accessible signage</li> <li>site or venue</li> <li>speakers</li> <li>suppliers</li> <li>transport, including arrangements for groups such as people with a disability.</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
| <b>Work roster</b> tasks may include:                  | <ul style="list-style-type: none"> <li>checking operation and soundness of infrastructure and facilities, including:               <ul style="list-style-type: none"> <li>public address system</li> <li>signage</li> <li>spectator viewing facilities and seating</li> </ul> </li> <li>erection and pull down of marquees</li> <li>landscaping and grounds</li> <li>track surrounds preparation.</li> </ul>                                                                                                                                                                                                                                                   |
| <b>Contractor and client requirements</b> may include: | <ul style="list-style-type: none"> <li>casual or fixed-term basis</li> <li>control over work and how services are to be performed</li> <li>contractor safe operating procedures</li> <li>delegation</li> <li>draft contract</li> <li>hours worked</li> <li>legal risk</li> <li>payment to contractor upon results achieved or completion of work</li> <li>procedures for safe use, handling, storage and transport of plant and substances</li> <li>providing adequate facilities for the welfare of employees, contractors and other people</li> <li>services and equipment provided</li> <li>shared understanding</li> <li>skills and experience.</li> </ul> |
| <b>Emergency evacuation</b> plan will include:         | <ul style="list-style-type: none"> <li>addressing legal obligations, including:               <ul style="list-style-type: none"> <li>common law of negligence</li> <li>statutory requirements</li> </ul> </li> <li>designating emergency personnel, including:               <ul style="list-style-type: none"> <li>chief emergency warden</li> <li>first aid officers</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                  |

## RANGE STATEMENT

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- floor, building and site wardens
  - emergency procedures covering:
    - chemical incident
    - earthquake
    - fire
    - gas leakage
    - high winds
    - hold up
    - security threat, such as bomb threat
    - structural fault
  - developing procedures for:
    - conducting emergency evacuation drills
    - emergency signage requirements
    - first aid facilities
    - information for hirers
    - initial function announcements regarding emergency exits and assembly points
    - site assembly points
  - establishing time frame to review:
    - emergency telephone contact numbers
    - fire extinguisher currency
    - operation of:
      - alarms
      - emergency lighting
      - generators
      - public address system.
- Safety** check will include:
- applying industry-applicable safe operating procedures
  - identifying and preventing hazards
  - controlling and minimising risks
  - eliminating hazardous substances and materials
  - safely using and operating equipment and machinery
  - applying safe manual handling procedures, including:
    - carrying
    - lifting
    - shifting.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

# RGRCMN001A Comply with the rules of racing and related protocols

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to understand the importance of, and adhere to, the rules of racing and related protocols. It requires an understanding of the effects of noncompliance on the image of racing and on licensed or registered individuals.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports racing industry personnel to understand and comply with the rules of racing and related protocols.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Demonstrate ethical practice within the context of the racing industry.

Relate rules of racing and legislation to obligations of racing participants.

1. ***Size and scope*** of the Australian racing industry is related to the need to maintain public confidence in racing activities and operations.
2. Consequences of perception of ***corruption*** to the image of racing are discussed.
3. Ethical behaviour is practised.
4. ***Legislation*** that impacts on racing is identified and related to protocols and procedures within the areas of participant's responsibility.
5. ***Rules of racing*** are related to racing activities within the areas of participant's responsibility.
6. Directions and requests from stewards and officials are



| ELEMENT                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Give evidence in racing investigations and inquiries. | <p>complied with.</p> <p>7. Rules of racing and safe operating procedures are followed in the performance of duties.</p> <p>8. <b>Industry records</b> and other <b>evidence</b> are maintained and secured within scope of job responsibilities.</p> <p>9. <b>Incidents or non-compliant activities</b> are reported to supervisor and/or stewards.</p> <p>10. Evidence is provided to stewards and other designated personnel in racing investigations and inquiries.</p> <p>11. Evidence is presented in a clear, truthful, <b>concise, relevant and logical manner</b>.</p> <p>12. Evidence is provided to investigations and inquiries using industry guidelines for forms of address and <b>personal presentation</b>.</p> <p>13. Cooperation is provided as requested by stewards and other officials.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying relevant industry rules and regulations pertaining to rights, responsibilities and dress codes
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to the conduct and operation of racing
- interpreting and relating personal conduct to rules of racing
- monitoring and evaluating own ideals and performance
- organising thoughts and information in a systematic manner
- reading and interpreting workplace documentation, including rules of racing
- selecting and organising evidence relevant to racing incidents (verbal and written) in a logical and succinct manner
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- appeals and inquiries processes and procedures

## REQUIRED SKILLS AND KNOWLEDGE

- ethical and unethical conduct in racing
- own roles and responsibilities in relation to other industry personnel
- personal grooming and presentation requirements
- protocols and procedures for communicating with stewards, racing officials and tribunal members
- range of documentation and records used in appeals and inquiries
- rules of racing
- regulations and legislation related to non-discriminatory language and behaviour
- relevant code's administrative structure, at federal, state and local levels.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when complying with the rules of racing and related protocols
- implementation of procedures and timely techniques for the safe, effective and efficient application of compliance to the rules of racing and related protocols
- working with others to undertake and complete compliance procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard

## EVIDENCE GUIDE

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and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to comply with the rules of racing and related protocols
- relevant racing industry work sites, such as administration buildings, licensed stables or kennels, training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to comply with the rules of racing and related protocols. Workplaces include greyhound kennels, harness and thoroughbred stables as well as greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Size and scope*** of the racing industry covers:

- direct and indirect contribution racing makes to the economy
- key industry personnel and their roles and functions, including:
  - club secretaries
  - drivers
  - industry administrators
  - jockeys
  - kennelhands
  - race day staff
  - stablehands and strappers
  - stewards
  - trackwork riders or drivers
  - trainers
- sources of income for the racing industry
- structure of the racing industry, which consists of:
  - national and state or territory administrations
  - racing industry associations
  - national and state or territory racing industry government administration bodies
  - code controlling bodies
  - principal clubs
  - race clubs
  - three codes of racing: greyhound, harness and thoroughbred
  - totalisator agency boards.

Impacts of ***corruption*** may

- loss of integrity

## RANGE STATEMENT

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include:

- loss of public confidence
- loss of sources of income for the racing industry.

Dimensions of ***ethical behaviour*** may include:

- administrative structures
- codes of conduct
- corporate strategies
- systems, policies and procedures.

***Legislation*** that impacts on racing will include:

- Australian and local rules of racing
- legislation from local, state and federal levels of government covering:
  - animal welfare
  - anti-discrimination and harassment, including sexual harassment
  - environment
  - equal employment opportunity
  - industrial relations
  - OHS
  - taxation law
  - workers' compensation.

***Rules of racing*** cover:

- animal welfare
- constitutional
- human and animal drug testing
- interpretation
- licensing
- local rules
- offences
- penalties
- race meetings
- registration
- stable and kennel activities
- stewards
- syndicates
- trackwork
- veterinary
- wagering.

***Industry records*** may include:

- models, actual items or equipment and/or other relevant material required when reporting incidents to supervisor or stewards.

***Evidence*** may include:

- audiovisual materials
- copies of betting sheets and fluctuations

## RANGE STATEMENT

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|                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                 | <ul style="list-style-type: none"> <li>• equipment and gear</li> <li>• expert testimony</li> <li>• inquiry transcripts</li> <li>• medications and treatments</li> <li>• phone records</li> <li>• recordings</li> <li>• swab materials</li> <li>• stewards' reports</li> <li>• workplace documentation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Incidents or non-compliant activities</i></b> may include:                                                | <ul style="list-style-type: none"> <li>• any transgressions to agreed industry processes and areas covered by the rules of racing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Communication skills necessary to respond in a <b><i>concise, relevant and logical manner</i></b> will include: | <ul style="list-style-type: none"> <li>• addressing appeal panel members politely</li> <li>• clarifying what the interview is about</li> <li>• presenting information in logical order</li> <li>• refraining from swearing, arguing or fighting</li> <li>• remaining patient</li> <li>• refraining from interrupting</li> <li>• speaking clearly</li> <li>• using language that is not patronising but at suitable level</li> <li>• using body language and voice in an assertive but not aggressive manner</li> <li>• using non-discriminatory language</li> <li>• using effective listening and speaking skills</li> <li>• verifying what has been said or done and why it has been said or done.</li> </ul> |
| Important aspects of <b><i>personal presentation</i></b> may include:                                           | <ul style="list-style-type: none"> <li>• industry dress codes</li> <li>• personal grooming requirements</li> <li>• personal presentation in the public eye</li> <li>• similar to standards at race meetings, for example members' area requirements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Unit Sector(s)

### Unit Sector

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## **RGRCMN002A Investigate job opportunities in racing and related industries**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to understand the structure of the racing industry, as well as employment opportunities in the racing industry and industries closely associated or linked to racing.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### **Application of the Unit**

**Application of the unit** This unit of competency supports the learner in gaining knowledge of the structure, employment areas, general work conditions and associated work procedures of racing and related industries.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the greyhound, harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor



## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Research the structure of the racing industry.

1. **Sectors** of the racing industry are described.
2. **Structure** of racing in each sector is outlined.
3. **Functional areas** within each racing sector are identified.

Profile racing employment opportunities and related responsibilities.

4. Number of people employed in racing is investigated.
5. General work conditions in functional areas of racing are described.
6. Job responsibilities in essential racing job functions are outlined.
7. Employment opportunities in **racing-related industries** are investigated.

Explore race day

8. Range of **race day operations** is described.

| ELEMENT        | PERFORMANCE CRITERIA                                                                                                                                                                     |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| opportunities. | 9. Role of stewards in race day operations is explained.<br>10. Methods used to ensure <b><i>integrity of racing</i></b> are outlined.<br>11. Race day safety procedures are identified. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying basic research methods to determine subject matter
- communicating with racing officials, licensed and registered personnel and other relevant people using assertive communication techniques to gather, interpret and relay information related to the conduct and operation of racing
- following direction in different work situations, including when accessing restricted areas
- maintaining confidentiality when accessing licensed premises or restricted areas
- operating a range of equipment and technology
- organising thoughts and information in a systematic manner
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

#### Required knowledge

- employment areas within the racing industry
- employment areas in jobs allied to racing
- ethical and unethical conduct in racing
- general work conditions in the racing industry
- procedures for operation and maintenance of equipment and technology
- protocols and procedures for communicating with stewards, racing officials and other relevant persons
- race meeting operations and staff roles
- rules of racing
- structure and hierarchy of the racing industry.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of requirements, procedures and instructions that demonstrate an understanding of the structure of racing and the job opportunities available
- implementation of procedures and timely techniques for the safe, effective and efficient investigation of racing and racing-related job opportunities
- working with others to complete tasks that meet required outcomes.

Evidence should be gathered over a period of time in a range of racing sectors and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in racing workplaces that provide access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of racing sector work sites, such as administration buildings, racing kennels, racing stables, racetracks and race meetings
- materials and equipment relevant to assessing candidate's ability to investigate racing and related job opportunities, including:
- internet and racing websites
- racing magazines and related publications
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed

## EVIDENCE GUIDE

Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to investigate job opportunities in racing and related industries. Workplaces include greyhound kennels, harness and thoroughbred stables as well as greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Sectors*** that make up the racing industry include:

- greyhound
- harness
- thoroughbred.

***Structure*** of the racing industry

- horse or greyhound training establishments

## RANGE STATEMENT

includes:

(public and private trainers)

- national and state governing bodies for each racing code
- race club organisations
- racing organisations, such as trainers' associations.

**Functional areas** of racing include:

- racing administration
- race day operations
- steward and integrity services
- track maintenance
- training operations.

**Racing-related industries** include:

- bloodstock agents
- breeding studs or kennels
- building and construction, including:
  - fences
  - tracks
- farrier services
- feed, supplement and medication suppliers
- float drivers
- kennel supplies and services
- massage and other complementary therapists
- saddlery and gear suppliers
- transport services
- veterinary services, including:
  - veterinarians
  - veterinary nurses.

Roles in **race day operations** will include:

- barrier attendant
- clerk of scales
- clerk of course
- judge
- kennel supervisor
- lure drive
- mobile barrier driver
- photo finish operator
- race caller
- race club secretary
- racecourse detective
- race meeting veterinarian
- race meeting farrier
- scribe or shorthand writer

## RANGE STATEMENT

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***Integrity of racing*** is managed by:

- starter
- steward
- swab attendant
- trainer, stable and kennel staff
- track maintenance.
- determining and awarding penalties when rules of racing are contravened
- establishing and applying rules of racing
- investigating racing-related incidents
- licensing or registering participants
- overseeing integrity of services staff
- overseeing racing by stewards and integrity services staff.

***Race day safety procedures*** may include:

- allocation of security staff
- designation of restricted areas
- evacuation instructions
- identification of race day licensed or registered persons
- provision of first aid staff and equipment
- race meeting under control of stewards
- race start under control of starter
- safely moving around horses or greyhounds in stables or kennels and on or near tracks
- stable or kennel area supervision.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## RGRCMN003A Manage personal health and fitness

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to manage personal health and fitness in the racing industry workplace and on a personal level.

The unit requires an understanding of common health and nutritional principles and requirements relevant to job function under a variety of conditions. It also requires an understanding of stress management strategies and ways in which to manage workplace fatigue.

Drug and alcohol misuse, and other health risks are identified, including zoonotic diseases, as well as principles of fitness and strategies to develop and maintain fitness.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Application of the Unit

#### Application of the unit

This unit of competency supports employees in effectively managing their personal health and fitness in a variety of job functions at varying qualification levels in the racing industry. It is developed for licensed and non-licensed racing industry personnel.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor



## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maintain personal health.                | <ol style="list-style-type: none"><li>1. Personal nutritional requirements for job function and general health are identified and applied.</li><li>2. Impact of <b><i>drug and alcohol</i></b> use is related to physical health and ability to perform job functions.</li><li>3. Impact of <b><i>hydration</i></b> status is related to physical health and ability to perform job functions.</li><li>4. Strategies to avoid <b><i>health risks</i></b> at work are developed and applied.</li></ol> |
| Establish and maintain personal fitness. | <ol style="list-style-type: none"><li>5. Strategies are developed and applied to minimise <b><i>fatigue</i></b>.</li><li>6. Impact on self and others of poor health and fitness is identified.</li></ol>                                                                                                                                                                                                                                                                                             |

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Manage stress in work role. | <ol style="list-style-type: none"><li>7. Personal <b><i>physical fitness</i></b> for job function is assessed and strategies are developed to improve fitness if required.</li><li>8. Factors affecting employees' ability to complete work role are identified.</li><li>9. <b><i>On-the-job strategies</i></b> for managing work-related stress are practised.</li><li>10. <b><i>Off-the-job</i></b> strategies for managing work-related stress are practised.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- assessing own capacity for specific physical exercise
- complying with OHS and anti-discrimination legislation and regulations
- complying with organisational policies and procedures
- demonstrating healthy methods of weight reduction and control
- employing long-term strategies for weight and fitness management
- employing strategies to manage fatigue in the workplace
- employing strategies to manage stress in work and personal life.

#### Required knowledge

- causes of workplace stress
- effects of drug and alcohol misuse
- exercise routines
- improving and maintaining fitness levels
- improving and maintaining health
- nutritional requirements
- racing industry health risks.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when managing personal health and fitness
- implementation of procedures and timely techniques for the safe, effective and efficient application of long-term strategies for health and fitness management, including:
  - coping with stress and uncertainty in work and personal life
  - employing methods of fatigue reduction
- working with others to undertake and apply personal health and fitness strategies that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to apply personal health and fitness strategies
- relevant racing industry work sites, such as administration buildings, racing kennels, racing

## EVIDENCE GUIDE

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### Method of assessment

stables and racetracks

- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to manage personal health and fitness. Workplaces include greyhound kennels, and harness and thoroughbred stables and racecourses, training tracks, administration buildings and public areas for the three codes.

## RANGE STATEMENT

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***Nutritional requirements for job function and general health*** may include:

- energy expenditure
- food groups and nutritional factors
- maintaining hydration levels
- protein and carbohydrate requirements
- recommended vaccination requirements
- types of job functions and associated energy demands
- weight management.

***Drug and alcohol health issues advisers*** may include:

- counsellors
- health professionals
- nutritionists
- sports physiologists
- stipendiary stewards using rules of racing.

***Hydration status*** may affect:

- athletes, including:
  - apprentice jockeys
  - jockeys
  - trackwork riders and drivers
- other racing industry employees and employers.

***Health risks encountered at work*** may include:

- chemical use
- diseases from animals, such as:
  - morbillivirus
  - other zoonotic diseases
- inappropriate self-management related to hydration and nutrition levels
- injury from animals
- other people, including employees
- machinery and equipment
- physical environment
- tetanus
- unsafe work practices.

***Fatigue evidenced in the racing industry*** may include:

- fatigue due to long distance vehicle driving pre and post-race meetings
- fatigue while riding or driving due to lack of fitness or inappropriate dieting and weight control
- inability to manage rest periods during split shifts
- inappropriate use of drugs and alcohol.

***Physical fitness*** may be assessed

- demonstrating strengthening exercises

## RANGE STATEMENT

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| by:                                                                           | <ul style="list-style-type: none"> <li>determining and applying exercise regime</li> <li>understanding basic principles of human anatomy and physiology</li> <li>understanding principles of energy intake versus energy expenditure.</li> </ul>                                                                                                                                                                                                                                       |
| <b><i>Contributing factors to on-the-job stress</i></b> may include:          | <ul style="list-style-type: none"> <li>being over-tired</li> <li>females feeling isolated in male dominated workplace</li> <li>inability to recognise issues that can be changed and those that cannot</li> <li>increased responsibility when in supervisory role</li> <li>taking on industry worries as personal responsibilities</li> <li>unrealistic work goals.</li> </ul>                                                                                                         |
| <b><i>Strategies to manage workplace and personal stress</i></b> may include: | <ul style="list-style-type: none"> <li>adhering to OHS, equal employment opportunities and anti-discrimination legislation and regulations</li> <li>assertive communication</li> <li>conflict resolution</li> <li>controlling alcohol and drug use</li> <li>ensuring appropriate delegation of tasks</li> <li>identifying personal behaviour patterns</li> <li>practising regular exercise routines</li> <li>time management of job tasks</li> <li>working as part of team.</li> </ul> |
| <b><i>Managing off-the-job stress</i></b> may include:                        | <ul style="list-style-type: none"> <li>contributing to public welfare via volunteering</li> <li>doing some physical activity not related to work role</li> <li>having hobbies and interests outside of work</li> <li>maintaining links with family and friends</li> <li>managing sleep</li> <li>trying not to take work home.</li> </ul>                                                                                                                                               |

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

Functional Area      Racing common

## **RGRCMN201A Follow OHS procedures and observe environmental work practices**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit of competency specifies the outcomes required to contribute to and follow the organisation's OHS policies, procedures and programs in the relevant area of work and in accordance with OHS requirements. It requires the ability to contribute to environmental work practice improvements within the scope of responsibilities of the job function.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

#### **Application of the unit**

This unit of competency supports licensed, registered and other racing industry employees to follow OHS procedures and observe environmental work practices.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Contribute to OHS in the workplace.

1. OHS legislation and safe work practices are known and followed within scope of responsibilities .
2. OHS issues are raised with ***appropriate people*** in accordance with workplace procedures and relevant OHS legislation.
3. Contributions to improvement of OHS management in the workplace are made through ***workplace safety committees*** or other workplace reporting methods.

| ELEMENT                                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contribute to improvement of environmental workplace practices.            | <p>4. <b>Environmental legislation</b> and workplace safe operating practices and procedures are followed within scope of responsibilities.</p> <p>5. Environmental issues are raised with designated personnel in line with workplace policies and practices.</p> <p>6. Suggestions are made for improvement to environmental workplace practices within scope of responsibilities.</p> |
| Follow workplace procedures for hazard identification and risk management. | <p>7. <b>Safety and environmental hazards</b> in the work area are recognised and reported to designated personnel according to workplace procedures.</p> <p>8. Workplace procedures and work instructions for <b>assessing and controlling risks</b> are followed accurately.</p> <p>9. Workplace procedures for dealing with <b>accidents, fires and emergencies</b> are followed.</p> |
| Maintain records.                                                          | <p>10. <b>Workplace safety and environmental records</b> are maintained as required according to organisational policies and procedures within scope of responsibilities.</p>                                                                                                                                                                                                            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to the conduct and operation of racing
- contributing to risk control measures
- following instructions
- identifying and reporting workplace hazards in the appropriate time frame and to the correct person
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks in a safe and timely manner
- workplace procedures for dealing with accidents, fires and emergencies

## REQUIRED SKILLS AND KNOWLEDGE

- written communication skills to complete workplace documentation and reports.

### Required knowledge

- basic knowledge of OHS and environmental legislative and workplace requirements
- behaviour of greyhounds or horses in a range of environments
- communication procedures, including reporting lines within the kennel or stable and wider racing industry
- hazards and potential hazards in the workplace and risk control procedures
- hierarchy of control covering:
  - elimination
  - engineering controls
  - administrative controls
  - personal protective equipment
- procedures for participation in and communication of OHS workplace processes
- racing industry animal welfare requirements
- reporting requirements in relation to OHS and environmental workplace procedures.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when following OHS procedures and observing environmental work practices
- implementation of procedures and timely techniques for the safe, effective and efficient application of OHS and environmental work practices
- working with others to undertake and complete OHS

## EVIDENCE GUIDE

and environmental procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to follow OHS procedures and observe environmental work practices, including:
  - sample copies of local, state and federal legislation, regulations, codes of practice, safe operating procedures and industry checklists
- relevant racing industry work sites, such as administration buildings, racing kennels, racing stables and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

## EVIDENCE GUIDE

### Guidance information for assessment

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to follow OHS procedures and observe environmental work practices. Workplaces include greyhound kennels, harness and thoroughbred stables as well as greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***OHS legislation*** includes:

- award and workplace agreements and other industrial instruments
- duty of care and common law duties, including rights and obligations of:
  - contractors
  - employees
  - employers
  - visitors
- legislation from local, state and federal levels of government that affects business operation, especially in regard to:
  - anti-discrimination
  - equal employment opportunity
  - OHS and environmental issues
  - industrial relations

## RANGE STATEMENT

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <ul style="list-style-type: none"> <li>• requirements for consultative arrangements</li> <li>• requirements for provision of information and training, including: <ul style="list-style-type: none"> <li>• emergency evacuation procedures</li> <li>• risk assessment and risk control</li> <li>• safe operating procedures.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Safe work practices</b> may include:       | <ul style="list-style-type: none"> <li>• developing and adhering to industry-specific safe operating procedures and checklists, including tasks related to: <ul style="list-style-type: none"> <li>• administration</li> <li>• business operations</li> <li>• horse and greyhound handling</li> <li>• horse driving or riding</li> <li>• racecourse maintenance</li> <li>• race meeting operations</li> </ul> </li> <li>• participating in recognised and industry-relevant training programs, including: <ul style="list-style-type: none"> <li>• emergency evacuation training</li> <li>• induction training</li> <li>• specific hazard training</li> <li>• specific task or equipment training</li> <li>• training as part of broader programs, for example greyhound and horse handling</li> <li>• using industry codes of practice.</li> </ul> </li> </ul> |
| <b>Scope of responsibilities</b> may include: | <ul style="list-style-type: none"> <li>• ensuring safe and effective operation and completion of workplace tasks</li> <li>• not undertaking tasks that are beyond the person's ability to safely execute.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Appropriate people</b> may include:        | <ul style="list-style-type: none"> <li>• OHS officer</li> <li>• OHS work group</li> <li>• person to whom incidents, hazards and risks must be reported, for example supervisor or employer.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Workplace safety committees</b> may:       | <ul style="list-style-type: none"> <li>• appoint workplace health and safety representatives</li> <li>• conduct OHS committee meetings</li> <li>• hold informal consultation with work teams</li> <li>• listen to suggestions, and record and act upon requests</li> <li>• obtain expert OHS advice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## RANGE STATEMENT

**Environmental legislation** may include:

- write and forward reports and concerns presented by employees to management.
- legislation from local, state and federal levels of government that affects business operation in regard to environmental issues, including:
  - contaminated land
  - hazardous waste and hazardous chemicals
  - protection of the environment
  - renewable energy
  - waste minimisation
  - water efficiency
- offence codes
- prosecution and enforcement.

**Safety and environmental hazards** may include:

- chemicals and hazardous substances
- gear, machinery and equipment
- greyhound and horse behaviour in stable or kennel and race meeting contexts
- other people, including employees
- physical environment, including run-off proximity to watercourses, rivers, dams or streams
- unsafe work practices
- zoonotic diseases.

**Hazards** may be identified by:

- accident investigation records
- checking work area and equipment before and after work
- complaints
- employee and employer consultation
- job and work system assessment
- maintenance of gear, plant and equipment
- monitoring animal handling skills
- reviews of OHS records, including registers of hazardous substances and dangerous goods
- workplace inspections.

**Assessing and controlling risks** may include:

- applying hierarchy of control
- correct manual handling, including:
  - carrying
  - lifting
  - shifting
- eliminating hazardous materials and substances

## RANGE STATEMENT

***Accident, fire and emergency procedures*** may include:

- identifying hazards
- safely using and operating equipment, including:
  - fire safety equipment
  - first aid equipment
  - personal protective equipment
  - safety equipment
- safety procedures for protecting self, other people and animals.
- adhering to fire drills and emergency evacuation procedures
- disposing properly of infected or suspect animals that die
- maintaining surveillance of animals once approved to do so
- responding in accordance with organisational procedures
- working within safe work practice guidelines and procedures.

***Workplace safety and environmental records*** may include:

- accident reports
- audit and inspection records
- consultation records of OHS committees and agendas
- dangerous goods storage lists
- first aid and medical records
- hazardous substances register
- induction, training and instruction records
- material safety data sheets for chemicals, hazardous substances and medications
- plant and equipment maintenance testing records
- safe operating procedures
- workers' compensation and rehabilitation records.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes



## Co-requisite units

Co-requisite units

## Functional Area

Functional Area      Racing common

## RGRCMN202A Achieve requirements for industry induction

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to begin work in the racing industry and to achieve an understanding of legislative and regulatory standards, and industry practices and protocols. The unit involves competencies related to roles, rights, responsibilities and professional behaviour for individuals working in occupations in a commercial racing enterprise. It requires knowledge of relevant workplace policies, including federal, state and industry-specific OHS requirements, animal welfare legislation (if applicable) and personal presentation standards.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports the employee in working effectively in a variety of job functions at varying qualification levels in an agri-food industry and may be revisited should or whenever the employee begins a new job role.

The unit may be used as a continuous improvement or compliance unit so that specific job requirements are addressed according to legislative and regulatory policies.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or

the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

| ELEMENT                                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Locate major work facilities.                                              | <ol style="list-style-type: none"> <li>1. <b>Emergency exits</b> and first aid equipment are located.</li> <li>2. Evacuation procedures are followed.</li> <li>3. Work space is located and set up according to industry requirements.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                  |
| Identify workplace structure and personal responsibilities.                | <ol style="list-style-type: none"> <li>4. Industry and workplace-specific management structures and lines of reporting are researched.</li> <li>5. Personal <b>responsibilities, rights and roles</b>, including <b>conditions of employment</b>, are identified and clarified with appropriate personnel.</li> <li>6. Equipment, services and products relevant to work tasks are identified.</li> <li>7. Appropriate standards of <b>dress and behaviour</b> are complied with.</li> <li>8. Job function skills gaps are identified in consultation with appropriate personnel and addressed.</li> </ol>                         |
| Comply with industryrelated codes of conduct, legislation and regulations. | <ol style="list-style-type: none"> <li>9. <b>Workplace protocols</b> and codes of conduct are complied with.</li> <li>10. Appropriate communication channels, and reporting and documentation processes are followed.</li> <li>11. <b>Legislation or by-laws</b> that affect conduct of the business and job responsibilities are complied with.</li> <li>12. <b>Personal role</b> in the maintenance of a safe workplace free from <b>discrimination or harassment</b> is complied with.</li> <li>13. Relevant avenues for reporting concerns about non-compliance with codes of conduct or regulations are described.</li> </ol> |
| Comply with industryspecific OHS and environmental procedures.             | <ol style="list-style-type: none"> <li>14. Job-specific work practices are performed to comply with <b>OHS guidelines, environmental processes</b> and industry best practice.</li> <li>15. Job function specific <b>hazards</b> are identified and risk control procedures are confirmed with appropriate personnel and implemented.</li> </ol>                                                                                                                                                                                                                                                                                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

## REQUIRED SKILLS AND KNOWLEDGE

### Required skills

- accurately locating, recording and reporting workplace information
- applying relevant industry rules and regulations pertaining to rights, responsibilities and dress codes
- communicating with employer, supervisor, other employees and others using assertive communication techniques to gather, interpret and relay information related to the conduct and operation of the enterprise
- complying with legislation, regulations, standards, codes of practice and established safe practices and procedures relevant to own work, role and responsibilities
- identifying safe and humane animal management practices
- identifying safe work practices
- interpreting and complying with workplace protocols
- reading and interpreting workplace documentation
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reviewing and accurately identifying work requirements
- using appropriate language and interpersonal techniques
- workplace procedures for dealing with accidents, fires and emergencies
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- awards and relevant union coverage
- chain of command in relation to work environment
- dress code requirements as determined by industry and workplace
- environmental protection requirements
- own roles and responsibilities and relationships with other industry personnel
- principles of safe work practices
- racing industry animal welfare requirements, if relevant
- regulations related to non-discriminatory language and behaviour and the transfer of information
- relevant administrative structure, at federal and own state or territory and local level, including roles and responsibilities of key personnel related to the industry
- workplace communication channels, protocols and procedures.

## Evidence Guide

### EVIDENCE GUIDE

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## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations policies, procedures and practices and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are required to complete industry induction
- implementation of procedures and timely techniques for the safe, effective and efficient application of industry induction requirements
- working with others to undertake and complete industry induction procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in an actual workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- copies of relevant Acts and legislation, including Occupational Health and Safety Act, Workplace Relations Act, Anti-Discrimination Act, Prevention of Cruelty to Animals Act (or relevant state animal welfare legislation), federal and state awards, and relevant enterprise sexual harassment policy and guidelines
- materials and equipment relevant to assessing candidate's ability to complete workplace induction
- supervised access to relevant racing sector work sites
- work instructions and related documentation.

## EVIDENCE GUIDE

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### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks either on-the-job, during work experience or as a work-based project.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in racing industry workplaces to complete workplace induction. Workplaces include administration buildings, kennels, stables, training and racetracks. It is necessary for this unit to be completed on-the-job, during work experience or as a work-based

## RANGE STATEMENT

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project.

Location of ***emergency exits*** and application of ***evacuation procedures*** may cover:

- administration buildings
- racecourses and training tracks
- race club premises
- stables and kennels.

Personal ***responsibilities, rights and roles*** may include:

- adhering to Australian and local rules of racing
- adhering to regulations and legislation related to:
  - animal welfare
  - anti-discrimination and harassment
  - employment
  - equal employment opportunity
  - OHS
  - superannuation awards
  - taxation law
  - union coverage and workplace agreements
  - workers' compensation
- knowledge of support services, including independent bodies such as anti-discrimination authorities
- maintaining confidentiality related to:
  - individual racehorses or greyhounds
  - security arrangements at place of work
- timely completion of work activities
- understanding benefits of team work
- understanding job tasks
- understanding personal ethical standards and basic integrity
- work ethic required to work in the industry.

***Conditions of employment*** will include:

- Acts and regulations covering employment, including:
  - Workers' Compensation
  - Industrial Relations
- agreed salary and provisions for payment, deductions and increases
- allowances
- code of conduct
- enterprise or workplace agreements or industrial awards covering employment
- health and fitness requirements, including



## RANGE STATEMENT

|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                        | <ul style="list-style-type: none"> <li>vaccinations</li> <li>hours of work, including flexible, core and overtime</li> <li>leave entitlements</li> <li>meal breaks</li> <li>shift work</li> <li>superannuation entitlements</li> <li>standards for personal behaviour, dress and grooming.</li> </ul>                                                                                                                                                                                |
| <b><i>Dress and behaviour</i></b> standards may include:                               | <ul style="list-style-type: none"> <li>attire that suits the work activity</li> <li>avoidance of drug and alcohol usage</li> <li>complying with the rules of racing</li> <li>controlling tone of voice and body language</li> <li>demonstrating flexibility and willingness to work with others</li> <li>using language and concepts appropriate to cultural differences</li> <li>using personal protective equipment.</li> </ul>                                                    |
| Following <b><i>workplace protocols</i></b> will include:                              | <ul style="list-style-type: none"> <li>compliance with relevant regulations and legislation, including occupational health and safety of self, other workers and animals, and anti-discrimination</li> <li>compliance with workplace operational rules and codes of conduct</li> <li>knowledge of access and equity principles and practices</li> <li>knowledge of and compliance with relevant rules of racing</li> <li>understanding of acceptable workplace behaviour.</li> </ul> |
| <b><i>Communication channel</i></b> collection or dissemination protocols may include: | <ul style="list-style-type: none"> <li>face to face</li> <li>group interaction</li> <li>listening and understanding</li> <li>oral reporting</li> <li>participating in work meetings</li> <li>questioning to obtain information</li> <li>reading independently</li> <li>speaking clearly and directly</li> <li>visual or written</li> <li>writing to audience needs.</li> </ul>                                                                                                       |
| <b><i>Reporting and documentation</i></b>                                              | <ul style="list-style-type: none"> <li>organisation structure for locating, recording</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |

## RANGE STATEMENT

|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>processes</i></b> may include:                                                                                                                    | <p>and reporting information</p> <ul style="list-style-type: none"> <li>• routine oral reporting requirements and processes</li> <li>• routine workplace meetings</li> <li>• written documentation requirements, including: <ul style="list-style-type: none"> <li>• personnel information</li> <li>• reports</li> <li>• rostering availability</li> <li>• timesheets</li> <li>• workplace checklists and logs.</li> </ul> </li> </ul>                                                                                                                                                      |
| <b><i>Legislation or by-laws</i></b> that affect conduct of business and job responsibilities may include:                                              | <ul style="list-style-type: none"> <li>• approved codes of practice and standards</li> <li>• council regulations regarding housing, exercise and welfare of animals</li> <li>• environmental standards and regulations</li> <li>• national and state codes of practice, and state, territory and federal legislation and local government regulations covering animal welfare</li> <li>• state-specific and federal legislation, including Occupational Health and Safety Acts and regulations, and relevant state or territory authorities for example, WorkCover and WorkSafe.</li> </ul> |
| Areas relevant to <b><i>personal role</i></b> in the maintenance of a safe workplace, free from <b><i>discrimination or harassment</i></b> may include: | <ul style="list-style-type: none"> <li>• compliance with the organisation's anti-harassment policy</li> <li>• counselling services</li> <li>• defamation</li> <li>• lodging a complaint, internal and external to the organisation</li> <li>• maintaining complete confidentiality</li> <li>• not engaging in any act of victimisation</li> <li>• offering support to anyone who is being harassed and advising them where to seek help</li> <li>• training for offenders</li> <li>• vicarious liability.</li> </ul>                                                                        |
| <b><i>OHS guidelines</i></b> may include:                                                                                                               | <ul style="list-style-type: none"> <li>• controlling and minimising risks</li> <li>• correct manual handling, including: <ul style="list-style-type: none"> <li>• carrying</li> <li>• lifting</li> <li>• shifting</li> </ul> </li> <li>• eliminating hazardous substances and materials</li> </ul>                                                                                                                                                                                                                                                                                          |

## RANGE STATEMENT

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <ul style="list-style-type: none"> <li>• familiarity with industry-applicable safe operating procedures</li> <li>• identifying and reporting hazards</li> <li>• knowledge of accident and injury procedures and reporting requirements</li> <li>• safe use and operation of equipment, including:             <ul style="list-style-type: none"> <li>• fire safety equipment</li> <li>• first aid equipment</li> <li>• personal protective clothing and equipment</li> <li>• safety equipment</li> </ul> </li> <li>• safety procedures for the protection of others.</li> </ul> |
| Workplace <b>environmental processes</b> may include:  | <ul style="list-style-type: none"> <li>• prevention and minimisation of waste</li> <li>• recycling</li> <li>• resource and energy efficiency</li> <li>• waste disposal procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| Potential <b>hazards</b> in the workplace may include: | <ul style="list-style-type: none"> <li>• biological</li> <li>• chemicals and hazardous substances</li> <li>• greyhounds or horses</li> <li>• machinery and equipment</li> <li>• other people, including:             <ul style="list-style-type: none"> <li>• contractors</li> <li>• employees</li> <li>• visitors</li> </ul> </li> <li>• physical environment</li> <li>• unsafe work practices.</li> </ul>                                                                                                                                                                     |

## Unit Sector(s)

|             |                                                  |
|-------------|--------------------------------------------------|
| Unit Sector | Greyhound, harness and thoroughbred racing codes |
|-------------|--------------------------------------------------|

## Co-requisite units

### Co-requisite units

## Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## RGRCMN401A Maintain and monitor OHS procedures and environmental work practices

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to apply practical and theoretical information related to OHS and environmental work practices. The unit is concerned with maintaining and monitoring the organisation's OHS policies, procedures and programs in the relevant area of work and in accordance with OHS requirements.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports licensed, registered and other racing industry employees to maintain and monitor OHS procedures and environmental work practices.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Maintain standards of a safe workplace and environment.

1. ***Legislation, standards and organisation's policies and practices*** relevant to the maintenance of a safe workplace and environment are conveyed to colleagues or work team where applicable, and are followed accurately.
2. Arrangements are made to ***provide information*** in a language, style and format understood by ***colleagues and teams*** .

| ELEMENT                                                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitor, adjust and report safety and environmental performance.                           | <ol style="list-style-type: none"><li>3. Work practices are monitored with colleagues to ensure compliance with requirements specified in legislation and standards for safe workplaces and environments.</li><li>4. <b>Actual and potential safety and environmental hazards</b> are <b>identified</b> and reported promptly and decisively to ensure workplace and environmental safety.</li><li>5. Hazards are managed so that <b>risks</b> are minimised.</li><li>6. <b>Waste recycling, reduction and disposal</b> are carried out in line with legislative and organisational requirements.</li><li>7. Work practices for dealing with accidents, fires and emergencies are maintained and conveyed to colleagues and teams.</li><li>8. <b>Contingency plan is implemented</b> immediately when unplanned incidents occur.</li><li>9. Recommendations to make improvements to comply with legislation and associated standards are submitted to <b>designated personnel</b>.</li></ol> |
| Support participative arrangements for the management of a safe workplace and environment. | <ol style="list-style-type: none"><li>10. <b>Organisational consultative procedures</b> are monitored to facilitate participation of work teams in the management of workplace safety and the environment.</li><li>11. Information is gathered and improvements are suggested to support the development of <b>improved safety and environmental work practices</b>.</li><li>12. Individuals and teams are informed of improvements and <b>training</b> is provided where required.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Maintain records.                                                                          | <ol style="list-style-type: none"><li>13. <b>Systems, records and reporting procedures</b> are maintained according to organisational and legislative requirements.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- analysing relevant workplace data to identify hazards
- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel

## REQUIRED SKILLS AND KNOWLEDGE

and others using assertive communication techniques to gather, interpret and relay information related to maintaining and monitoring OHS procedures and environmental work practices

- consulting concisely and effectively with colleagues and team members
- developing safe operating procedures
- ensuring timely conduct of safety and environmental regulatory requirements, including:
  - consultative practices
  - emergency drills
  - accident or near miss reporting
  - staff training
  - workplace inspections
- identifying workplace hazards and implementing risk control measures
- interpreting and applying relevant legislation and regulations
- providing information and training to suit differing needs, for example using large print materials or materials that use pictures and diagrams and providing culturally appropriate training
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- workplace procedures for dealing with accidents, fires and emergencies
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- behaviour of greyhounds or horses in a range of environments
- communications procedures, including reporting lines within the workplace and wider racing industry
- detailed understanding of OHS and environmental legislative requirements
- hazards and potential hazards in the workplace and risk control procedures
- hierarchy of control covering:
  - elimination
  - engineering controls
  - administrative controls
  - personal protective equipment
- OHS committee procedures and requirements
- procedures for participation in and communication of OHS workplace processes
- reporting requirements in relation to OHS and environmental workplace procedures
- workplace procedures for dealing with accidents, fires and emergencies.



## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when maintaining and monitoring OHS procedures and environmental work practices
- demonstration of maintenance of OHS and environmental business systems and recording practices
- implementation of procedures and timely techniques for the safe, effective and efficient application of OHS and environmental work practices
- working with others to undertake and complete OHS and environmental procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations

.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing

## EVIDENCE GUIDE

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candidate's ability to maintain and monitor OHS procedures and environmental work practices, including:

- sample copies of local, state and federal legislation, regulations, codes of practice, safe operating procedures and industry checklists
- relevant racing industry work sites, such as administration buildings, racing kennels, racing stables and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different

## RANGE STATEMENT

work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to maintain and monitor OHS procedures and environmental work practices. Workplaces include greyhound kennels, harness and thoroughbred stables as well as greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Legislation, standards and organisation's policies and practices*** may include:

- award and workplace agreements and other industrial instruments
- duty of care and common law duties
- industry codes of practice
- industry checklists and associated documentation
- legislation from local, state and federal levels of government that affects business operation, especially in regard to OHS and environmental issues, equal employment opportunity, anti-discrimination and industrial relations
- requirements for consultative arrangements
- requirements for provision of information and training, including safe operating procedures, risk assessment and risk control, and emergency evacuation procedures.

***Information provided*** may include:

- communicating legislation and codes of practice and relating these to work area
- hazards and risk management procedures
- indicators of potential emergency disease
- induction for new workers
- nature of work, tasks and procedures
- providing direct supervision to inexperienced workers
- vaccination program for tetanus.

***Colleagues and team members*** may include:

- administrators
- kennel or stable staff
- licensed and registered personnel
- officials
- racing meeting operational staff
- trackwork riders.

***Actual and potential safety and environmental hazards in the***

- chemicals
- greyhounds or horses

## RANGE STATEMENT

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***workplace*** may include:

- machinery and equipment
- other people, including:
  - contractors
  - employees
  - visitors
- physical environment, including run-off proximity to watercourses:
  - dams
  - rivers
  - streams
- unsafe work practices
- zoonotic diseases.

***Hazards*** may be identified by:

- audits
- checking work area and equipment before and after work
- housekeeping
- identifying employee concerns
- job and work system assessment
- maintaining plant and equipment
- purchasing supplies and equipment
- reviewing OHS records, including registers of:
  - dangerous goods
  - hazardous substances
- workplace inspections.

***Risks*** may be minimised by:

- adhering to safe work practices
- identifying unsafe workplace practices and procedures, including incorrect disposal of kennel or stable refuse and manure or faeces
- implementing key elements of the hierarchy of control:
  - eliminate
  - substitute
  - engineer
  - administrative
  - personal protective equipment
- understanding individual animal behaviour.

***Waste recycling, reduction and disposal legislative and organisational requirements*** will

- adhering to local regulations and state government legislation
- adhering to industry codes of practice
- following the Australian Horse Industry

## RANGE STATEMENT

include:

Council code of practice.

***Contingency plan*** may be implemented by:

- disinfecting premises
- disposing properly of infected or suspect animals that die
- establishing exits points out of the restricted area
- following procedures such as stock standstill, for total movement control on infected and dangerous contact premises
- using established organisational systems designed to deal with:
  - chemical spillage
  - earthquake
  - fire
  - high winds
  - security threat, such as bomb threat
- identifying incident, emergency or accident and responding within organisational procedures
- maintaining surveillance of animals
- preventing movement and gatherings of animals within a 10km restricted area
- procuring vaccine
- treating sick animals
- tracing movement of animals
- working within safe work practice guidelines and procedures.

***Designated personnel*** may include:

- OHS officer
- OHS committee
- person to whom incidents, hazards and risks must be reported.

***Organisational consultative procedures*** may include:

- health and safety representatives
- formal and informal consultation with work teams
- informing staff of avenues to address harassment, bullying and discrimination
- obtaining expert OHS advice
- organising and conducting OHS committee meetings systematically
- other committees such as consultative, planning and purchasing

## RANGE STATEMENT

***Evaluations to identify improved safety and environmental work practices*** may include:

- suggestions, requests, reports and concerns put forward by employees to management.
- checking fire and safety equipment is working and not obstructed
- ensuring visual deterrents are in place, such as surveillance and signage
- informing staff of avenues to address harassment, bullying and discrimination
- security measures for staff working on their own or those working in hours of darkness
- training employees to follow procedures, including in the event of unexpected or threatening circumstances
- using workplace inspection checklists.

***Training*** may include:

- anti-discrimination and harassment
- emergency and evacuation drills
- induction
- specific hazard
- specific task or equipment
- training as part of broader programs, for example animal handling.

***Systems, records and reporting procedures*** may include:

- audit and inspection records
- chemicals and hazardous substances registers
- consultation agenda and minutes of OHS committee meetings
- dangerous goods storage lists
- first aid and medical records
- incident reports
- induction, training and instruction records
- material safety data sheets for chemicals and medications
- plant and equipment maintenance testing records
- safe operating procedures
- workers' compensation records.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## RGRCMN402A Participate in media interviews for racing

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to work effectively with the media. It identifies the various forms of media and the benefits of working cooperatively with the media, as well as strategies for dealing with both positive and negative publicity.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency provides participants with knowledge and skills to prepare and present a media release, and to participate in press conferences and impromptu interviews.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare for interviews.

1. Purpose of interview is clarified.
2. ***Obligations of racing personnel*** to racing authority when participating in media interviews are clarified with supervisor.
3. ***Obligations and code of conduct*** for journalists are considered when agreeing to participate in formal and informal interviews.
4. Topic is clarified and authority to comment is confirmed

| ELEMENT                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | prior to commencement of interview.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Participate in interviews. | 5. Impromptu interviews are managed to provide relevant information, while <b><i>complying with racing protocols</i></b> .<br>6. <b><i>Information is prepared</i></b> for planned interviews as required.<br>7. Potential questions are predicted and answers prepared.<br>8. Information is presented in a <b><i>relevant and succinct format for media source</i></b> and potential audience.<br>9. Personal presentation and public speaking skills are appropriate for media type and format.<br>10. Appropriate <b><i>non-verbal communication skills</i></b> are demonstrated during interviews.<br>11. Strategies to manage direction and purpose of the interview are employed. |
| Contact media sources.     | 12. Items of interest are relayed to relevant media sources.<br>13. <b><i>Press releases</i></b> and articles for racing publications are prepared.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying assertive communication techniques, including appropriate body language, to seek and relay relevant information accurately and succinctly
- applying strategies for deflecting critical remarks or questions
- gathering accurate and relevant evidence to racing incidents that may be of interest to media representatives
- imparting succinct and accurate verbal information related to subject matter at hand
- interpreting and relating personal conduct to rules of racing
- organising thoughts and information in a systematic manner
- personal speaking and presentation skills
- preparing press releases
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using internet, email and word processing

## REQUIRED SKILLS AND KNOWLEDGE

- written communication skills to complete workplace documentation and reports.

### Required knowledge

- different forms of media
- journalists' obligations and code of practice requirements
- personal grooming and presentation requirements
- protocols and procedures for communicating with racing officials
- racing authority regulations and relevant communication protocols
- range of documentation and records used in the racing industry workplace
- relevant rules of racing
- workplace protocols for dealing with the media.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when participating in media interviews
- demonstration of ability to prepare for and participate in media interviews
- implementation of procedures and timely techniques for the safe, effective and efficient participation in media interviews
- preparation of relevant and succinct press releases
- working with others to undertake and complete procedures for dealing with the media that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to preparing for and participating in media interviews and developing press releases, including:
  - examples of enterprise press release formats
  - sample media releases
- relevant racing or simulated environments where media interviews are requested and conducted
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women,

## EVIDENCE GUIDE

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people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to participate in media interviews for racing. Workplaces include greyhound kennels, harness and thoroughbred stables as well as greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Obligations of racing personnel*** to the racing authority may include:

- assisting public relations officer with information dissemination
- ensuring comprehensive preparation of subject matter
- familiarity with rules of racing relevant to interview and subject matter
- following procedural requirements in relation to commenting on current cases
- following racing authority protocols
- maintaining loyalty to racing authority.

Journalists' ***obligations and code of conduct*** may include:

- audience, ratings and circulation
- Australian Journalists Association Code of Ethics (under the Media, Entertainment and Arts Alliance)
- commercial considerations, including:
  - advertising
  - commercial news services
- ethical conduct guidelines, including:
  - bias
  - fair play
  - independence
  - misrepresentation

## RANGE STATEMENT

|                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                 | <ul style="list-style-type: none"> <li>• off the record comments</li> <li>• plagiarism</li> <li>• sensationalism</li> <li>• truth and accuracy</li> <li>• government regulators</li> <li>• media ownership</li> <li>• non-government organisation lobby groups</li> <li>• other journalists</li> <li>• owners of commercial news services</li> <li>• professional conduct, regardless of personal or professional interests and pressures</li> <li>• public relations operatives</li> <li>• technological and time pressures.</li> </ul> |
| Provision of relevant information to the media while <b><i>complying with racing protocols</i></b> may include: | <ul style="list-style-type: none"> <li>• who is permitted to speak to the media from the respondent's department</li> <li>• what types of information stewards or other enterprise representatives are authorised to distribute</li> <li>• what types of information require special clearance from the enterprise chief executive or public relations department.</li> </ul>                                                                                                                                                            |
| Scope of <b><i>information preparation</i></b> for planned interviews may include:                              | <ul style="list-style-type: none"> <li>• who is involved in story</li> <li>• what happened</li> <li>• when it happened</li> <li>• where it happened</li> <li>• why it happened</li> <li>• how it happened</li> <li>• what the outcome was.</li> </ul>                                                                                                                                                                                                                                                                                    |
| Ways information is presented in <b><i>relevant and succinct format for media source</i></b> may include:       | <ul style="list-style-type: none"> <li>• face to face interview</li> <li>• press release</li> <li>• radio interview</li> <li>• text via internet, email or facsimile</li> <li>• telephone conversation</li> <li>• video or television interview.</li> </ul>                                                                                                                                                                                                                                                                              |
| <b><i>Appropriate personal presentation and public speaking skills</i></b> will include:                        | <ul style="list-style-type: none"> <li>• allowing appropriate amount of time and space to consider and respond to media questions</li> <li>• maintaining patience</li> <li>• personal presentation in the public eye, similar to standards at race meetings, for example members' area requirements</li> <li>• presenting information in logical order</li> </ul>                                                                                                                                                                        |

## RANGE STATEMENT

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- refraining from interrupting
  - refraining from swearing, arguing or fighting
  - speaking clearly
  - using body language and voice that is assertive but not aggressive
  - using effective listening and speaking skills
  - using language that is not patronising but at suitable level
  - using non-discriminatory language
  - using strategies to deflect critical remarks, such as:
    - clarifying incorrect information before answering a question
    - focussing on long-term benefits rather than current impact
    - talking in terms of the public interest rather than organisation's
  - verifying what has been said or done and why it has been said or done.
- Non-verbal communication skills*** include:
- appropriate mode of expression, for example:
    - assertive
    - authoritative
    - compassionate
  - engaging the audience by looking at them
  - ensuring mannerisms are limited, for example:
    - fidgeting
    - hands in pockets
    - moving about
    - shifting position
  - focusing on the interviewer.
- Press releases*** are prepared and reviewed:
- avoiding longwinded sentences
  - avoiding repetitive phrases
  - ensuring controversial topics are treated positively and realistically
  - ensuring facts and figures are accurate
  - ensuring tone is polite but not too formal or familiar
  - including a title that encapsulates main purpose of the release
  - providing no more than one fact or idea per paragraph

## RANGE STATEMENT

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- providing specific facts rather than generalisations
- stating the purpose
- using illustrations or examples where necessary for clarity.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common



## RGRCMN403A Participate in racing industry appeals

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to participate in racing industry appeals. It requires knowledge of appeal processes and protocols, and understanding reasons for appeals and related rules of racing.

An ability to communicate with appeal panel members, lawyers, licensed personnel and racing officials is also a requirement. Skills in conducting relevant research and gathering evidence are necessary, along with knowledge of appropriate behaviour and dress codes for participating in appeals.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports industry participants in effectively participating in racing industry appeals to an appropriate industry-acceptable level.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Appeal a decision.

1. ***Rights of individual*** to appeal a decision are researched.
2. Advice on merit of appeal is sought.
3. Reasons for appealing a decision are defined.
4. Appeal is lodged according to ***rules of racing*** and within ***specified time frame*** .

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                      |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conduct research prior to an appeal. | 5. <b>Evidence</b> is gathered to support reasons for appeal.<br>6. <b>Protocols</b> used in appeal process are researched.                                                                                                                                                                               |
| Present at appeal hearing.           | 7. Appellant is dressed suitably and addresses tribunal members and others appropriately .<br>8. Written statements and documents are relevant and legible.<br>9. Verbal evidence and statements are succinct and relevant to appeal.<br>10. Other evidence or witnesses produced are relevant to appeal. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying relevant industry rules and regulations pertaining to rights, responsibilities and dress codes
- communicating with stewards, officials, co-workers and others using assertive communication techniques to gather, interpret and relay information related to the appeal process
- completing procedures within nominated time frames
- consulting with experts
- gathering evidence relevant to racing or other incidents covered by the rules of racing
- identifying rights, responsibilities and procedures of appeals
- interpreting and relating personal conduct to rules of racing
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- appeals processes and procedures
- communication procedures within kennel or stable and wider racing industry
- personal grooming and presentation requirements
- protocols and procedures for communicating with stewards and appeal panel

## REQUIRED SKILLS AND KNOWLEDGE

members

- range of documentation and records used in appeals
- relevant rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when participating in appeals
- documentation related to information and evidence gathered for a number of appeal situations
- implementation of procedures and timely techniques for the safe, effective and efficient participation in appeals
- working with others to undertake and complete appeal participation procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### Context of and specific resources for assessment

- Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

## EVIDENCE GUIDE

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### Method of assessment

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to effectively participate in appeals
- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to participate in racing industry appeals. Workplaces include greyhound kennels, harness and thoroughbred stables as well as greyhound,

## RANGE STATEMENT

harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

- Rights of individual*** may include:
- right to natural justice or procedural fairness during the conduct of inquiries, hearings or protests, including the appeals process.
- Rules of racing and specified time frame*** may include:
- appeal panel time frame for delivery of decision
  - application for stay of proceedings time frame
  - one level system for harness and greyhound racing
  - two tier system for thoroughbred racing
  - time allowed for notice of appeal to be lodged
  - lodgement of fee.
- Evidence*** may include:
- copy of betting sheets and fluctuations
  - inquiry transcripts
  - stewards' reports
  - swab materials
  - videos.
- Protocols to be researched*** will include:
- legal parameters within the rules of racing
  - stewards' rights and obligations under these rules of racing when conducting an investigation, hearing an inquiry and determining a resolution of an incident.
- Dressing suitably and addressing tribunal members and others appropriately*** will involve:
- addressing tribunal members politely
  - adhering to industry dress codes
  - personal grooming requirements
  - refraining from swearing, arguing or fighting
  - remaining patient
  - refraining from interrupting
  - using effective listening and speaking skills.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## RGRPSG201A Handle greyhounds

### Modification History

Not Applicable

### Unit Descriptor

**Unit descriptor**

This unit of competency specifies the outcomes required to identify, safely catch, control and lead greyhounds for the purposes of training and racing.

It is recommended that RGRCMN201A Follow OHS procedures and observe environmental work practices is completed and assessed before or in conjunction with this unit of competency.

This unit of competency operates in work environments of racing kennels, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

**Application of the unit**

This unit of competency supports personnel, stewards, swab attendants, race meeting kennel attendants and others in the greyhound racing industry who may be required to handle greyhounds as part of their job function.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor



## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify greyhounds.                        | 1. <b>Features</b> used to identify greyhounds are evaluated.<br>2. Greyhounds are identified using <b>industry standards</b> .                                                                                                                                                                                                                                                                    |
| Safely approach, catch and lead greyhounds. | 3. Greyhound <b>behaviour and level of education</b> are identified and considered prior to handling.<br>4. <b>Risks</b> associated with catching greyhounds are evaluated.<br>5. Safe and effective catching techniques are used to secure greyhounds.<br>6. Catching and leading <b>gear</b> is fitted correctly to the greyhound.<br>7. Safe and effective leading techniques are demonstrated. |
| Control greyhounds in                       | 8. Risks associated with handling greyhounds <b>in public</b>                                                                                                                                                                                                                                                                                                                                      |

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| training and competition environments. | <p><b>areas</b> are evaluated.</p> <p>9. <b><i>Safe leading, lifting and holding techniques</i></b> are used to control greyhounds at trials and race meetings.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- catching, leading and controlling a range of greyhounds in a variety of environments
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to greyhound handling activities
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with catching and handling greyhounds
- identifying and correctly using different items of handling gear
- identifying features of greyhounds using industry standards
- identifying greyhound behaviour, social traits and vices
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

#### Required knowledge

- basic industry terminology related to handling greyhounds
- basic understanding of applicable federal, state or territory legislation and regulations, and national standards and codes of practice relevant to the full range of processes relating to own work role and responsibilities
- communication procedures, including reporting lines within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- purpose of using different items of handling gear and appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures

## REQUIRED SKILLS AND KNOWLEDGE

- relevant rules of racing
- relevant road safety rules
- reporting requirements in relation to handling greyhounds safely
- senses, communication traits and behaviour patterns of greyhounds.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when identifying and handling greyhounds
- implementation of procedures and timely techniques for the safe, effective and efficient catching, leading and controlling of greyhounds
- working with others to undertake and complete greyhound handling procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will

## EVIDENCE GUIDE

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be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds that are currently racing
- materials and equipment relevant to assessing candidate's ability to identify and handle greyhounds
- safe handling areas, such as commercial kennels and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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## RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to handle greyhounds. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

- Features** of a greyhound include:
- colour
  - ear brands
  - markings
  - points of the greyhound
  - sex.
- Industry standards** may include:
- colour variations and specific markings as outlined in the controlling body's registration and marking-up guidelines.
- Greyhound ***behaviour and level of education*** involves:
- assessment of behaviour made prior to handling
  - communication methods, including:
    - body signals
    - verbal
  - identifying normal and abnormal behaviour traits, including social behaviour and vices
  - identifying characteristics of relaxed, alert and distressed greyhounds
  - relating behaviour to level of education and experience of greyhound
  - understanding senses of a greyhound, including:
    - eyesight
    - hearing
    - smell
    - taste
    - touch.
- Risks** associated with catching greyhounds may include:
- bites
  - gear breakage
  - greyhound injury
  - loose greyhound
  - personal injury:
    - contracting diseases from greyhound

## RANGE STATEMENT

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Controlling **risks** associated with catching and controlling greyhounds includes:

- being knocked over by a loose or excited greyhound.
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of training tracks and public venues
- complying with relevant road safety rules
- considering variables that influence behaviour of greyhounds, such as:
  - fences and equipment
  - lure
  - other persons or animals
  - vehicles
  - wind or noise
- contributing to development of risk control measures
- following safe operating procedures
- holding greyhounds for veterinary and other treatments
- identifying and reporting unsafe work practices
- identifying emergency situations
- practising walking greyhounds in confined environments
- reporting defective gear, including:
  - broken or exposed wire in muzzles
  - broken stitching
  - tears or cracks in leather
  - broken or loose rivets
- understanding individual greyhound behaviour
- using gear or equipment approved by the regulatory racing body
- wearing approved personal protective equipment.

**Gear** for safely handling greyhounds will include:

- collar and slips
- leads
- muzzles.

## RANGE STATEMENT

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**Public areas** may include:

- bridges and roads
- kennels
- paddocks or parks
- racecourses
- training tracks.

**Safe leading, lifting and holding techniques** to control greyhounds may include:

- being aware of surroundings and possible causes of distraction
- encouraging nervous greyhounds using voice, body language and patting
- ensuring collar fits and is tight enough
- maintaining appropriate lead tension and length on lead
- never leading more than the approved number of greyhounds at the same time
- preventing greyhound from getting too far ahead of handler by checking animal to ensure it stays by the handler's side
- using own voice and body language to assert control or reassure the greyhound
- using leads of suitable length
- using safe lifting skills to avoid greyhound and personal injury
- using well-maintained and safe gear.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing performance services



## RGRPSG202A Transport greyhounds

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to safely prepare greyhounds for road transportation; load and unload greyhounds; monitor greyhound health, welfare and behaviour during transportation; and conduct post-transport procedures.

To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports greyhound training personnel and others in the greyhound racing industry who may be required to transport greyhounds as part of their job function.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

RGRPSG201A      Handle greyhounds

## Employability Skills Information

**Employability skills**      This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                     |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare to load and unload greyhounds.    | <ol style="list-style-type: none"> <li>1. Basic vehicle and trailer safety check is conducted.</li> <li>2. <b><i>Equipment</i></b> required for transporting greyhounds is organised and checked for defects.</li> <li>3. Greyhounds are checked and prepared for transport .</li> </ol> |
| Load and unload greyhounds.               | <ol style="list-style-type: none"> <li>4. Greyhounds to be transported are safely loaded or unloaded.</li> </ol>                                                                                                                                                                         |
| Monitor greyhounds during transportation. | <ol style="list-style-type: none"> <li>5. Greyhounds are monitored for comfort and safety while travelling.</li> <li>6. Effects of travel on the behaviour and condition of greyhounds are identified and appropriately managed.</li> </ol>                                              |
| Conduct post-transport                    | <ol style="list-style-type: none"> <li>7. Greyhounds are inspected and <b><i>illness or injury</i></b> is</li> </ol>                                                                                                                                                                     |

| ELEMENT     | PERFORMANCE CRITERIA                                                             |
|-------------|----------------------------------------------------------------------------------|
| procedures. | reported to supervisor.                                                          |
|             | 8. Greyhounds are <b><i>caredfor</i></b> according to supervisor's instructions. |
|             | 9. Vehicle and trailer are <b><i>checked and cleaned</i></b> .                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- checking and cleaning vehicles, trailers or trucks
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to greyhound handling and transportation activities
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with transporting greyhounds
- following instructions
- identifying greyhound behaviour problems
- identifying symptoms and signs of greyhound illness, injury or distress
- identifying and correctly using different items of handling gear
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly.

#### Required knowledge

- basic industry terminology related to handling greyhounds
- communication procedures, including reporting lines within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- illness or injury to greyhounds
- methods of checking greyhound physical condition during and after transport
- purpose of using different items of handling gear and appropriate personal protective equipment

## REQUIRED SKILLS AND KNOWLEDGE

- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- relevant road safety rules.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when transporting greyhounds
- implementation of procedures and timely techniques for the safe, effective and efficient transport of greyhounds
- working with others to undertake and complete greyhound transportation procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will

## EVIDENCE GUIDE

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be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment, including transport vehicles relevant to assessing candidate's ability to transport greyhounds
- safe handling areas, such as commercial kennels and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different

## RANGE STATEMENT

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work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to transport greyhounds. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

***Basic vehicle and trailer safety check*** may include:

- assessment of risks and hazards to people and greyhounds
- trailer:
  - brake lights and indicators
  - floor
  - hitch and chain
  - interior lighting
  - ventilation
- vehicle:
  - brakes
  - jack and wheel brace
  - lights and indicators
  - tow bar and ball
  - tyres.

***Equipment for transporting greyhounds*** may include:

- appropriate bedding
- collar and lead
- first aid kit
- food and water
- muzzle
- pooper scooper
- rug.

***Checking and preparing greyhounds for transport*** may include:

- establishing special requirements for a particular greyhound
- greyhound is assessed for signs and symptoms of illness or injury.

***Transport*** may include:

- cars
- station wagons
- trailers
- vans or trucks.

***Indicators of illness or injury*** may include:

- dehydration
- diarrhoea
- elevated temperature (overheating)
- excessive panting

## RANGE STATEMENT

***Caring for greyhounds*** may include:

- head, leg or body wounds
- listlessness
- swelling in limbs.
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- considering variables that influence behaviour of greyhounds, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind or noise
- cooling down greyhounds according to weather conditions
- feeding and watering as directed
- identifying and reporting unsafe work practices
- identifying emergency situations, including:
  - gear breakage
  - greyhound getting loose
- providing appropriate rest stops during transportation
- rugging as appropriate
- treating illness or injury as directed
- understanding individual greyhound behaviour.

***Checking and cleaning vehicle and trailer*** may include:

- removing faeces to correct area
- removing, cleaning and storing gear and equipment
- cleaning matting or removing if wet
- locking vehicle and trailer.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|



## RGRPSG203A Perform kennel duties

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to clean and maintain the kennel environment, identify and report workplace hazards, provide feed and water to greyhounds, groom greyhounds and monitor basic greyhound health and welfare.

To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards. It is recommended that RGRPSG201A Handle greyhounds be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports kennel hands and others in the greyhound racing industry who may be required to undertake a range of kennel duties related to the general care and maintenance of racing greyhounds.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Perform kennel duties and identify potential hazards. | <ol style="list-style-type: none"><li>1. <b><i>Racing kennel operations</i></b> related to the care and management of greyhounds are complied with.</li><li>2. Kennels are cleaned and maintained in accordance with kennel routine.</li><li>3. <b><i>Kennel environment</i></b> and yards are cleaned, swept or raked in accordance with kennel routine.</li><li>4. <b><i>Hazards in the workplace</i></b> are identified and reported to nominated kennel person.</li></ol> |
| Provide feed and water to greyhounds.                 | <ol style="list-style-type: none"><li>5. Common feedstuffs are identified.</li><li>6. <b><i>Feed and water</i></b> are prepared and provided in accordance with kennel routine and trainer's instructions.</li><li>7. <b><i>Contaminated</i></b> feed is identified, removed and reported.</li></ol>                                                                                                                                                                          |

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                            |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Groom and bathe greyhounds.                     | 8. Variations to individual eating and drinking patterns are observed and reported.                             |
|                                                 | 9. Types and functions of items of grooming and therapeutic equipment are identified and explained.             |
|                                                 | 10. Greyhounds are <b><i>groomed</i></b> and prepared for race meetings according to instructions.              |
| Monitor basic health and welfare of greyhounds. | 11. Greyhounds are checked for <b><i>illness or injury</i></b> during grooming and irregularities are reported. |
|                                                 | 12. Characteristics of a healthy greyhound are identified.                                                      |
|                                                 | 13. Symptoms of common illnesses and injuries are identified and reported.                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- catching, leading, and controlling greyhounds
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to performing kennel duties
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with working around greyhounds
- following directions
- identifying and correctly using different items of grooming gear
- identifying common greyhound illnesses or injuries
- identifying greyhound behaviour, social traits and vices
- identifying individual greyhounds
- recording and reporting observations, information and messages
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

#### Required knowledge

## REQUIRED SKILLS AND KNOWLEDGE

- basic industry terminology related to greyhound illnesses or injuries, identification, feeding and grooming
- kennel design and benefits or disadvantages of various bedding
- characteristics of healthy greyhounds and sick, distressed or injured animals
- communication procedures within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- common feedstuffs and methods of determining quality
- effective working relationships, including teamwork
- greyhound feeding and drinking patterns
- grooming equipment and methods
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- racing kennel operations
- relevant rules of racing
- workplace hazards.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to kennel duties related to the care and maintenance of racing greyhounds
- implementation of procedures and timely techniques for the safe, effective and efficient performance of kennel and grooming duties
- working with others to undertake and complete kennel procedures that meet required outcomes.

Evidence should be collected over a period of time using

## EVIDENCE GUIDE

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### Context of and specific resources for assessment

a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to perform kennel duties
- safe handling areas, such as commercial kennels
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of

## EVIDENCE GUIDE

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particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

---

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform kennel duties. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

***Racing kennel operations*** may include:

- cleaning drains
- cleaning waterers, dishes and bowls
- cleaning grooming equipment
- grooming and washing greyhounds
- following instructions regarding the order of operations
- hosing, sweeping and cleaning kennels, runs and environments
- identifying and adapting to changes to routine when greyhounds are racing or trialling
- moving greyhounds from kennels to runs
- operating walking machines
- preparing and providing feed and water
- replacing bedding
- removing faeces and soiled or wet bedding.

***Kennel environment*** may include:

- kennels
- runs
- walking, exercise and training areas
- walking machines
- yards.

***Hazards in the workplace*** may include:

- chemicals
- disease transfer between greyhounds and people

## RANGE STATEMENT

***Feed and water preparation*** will include:

- heavy loads, for example bags of feed
- greyhounds
- machinery and equipment
- other people
- unsafe work practices.
- applying rules of cleanliness and hygiene
- feed additives, including:
  - appetite stimulants
  - bicarbonate of soda
  - Epsom salts
  - electrolytes
  - minerals
  - rehydration agents
  - vitamins
- identifying feed ingredients and preparing feeds according to trainer instructions
- providing correct mix and quantity of feed to individual greyhounds according to trainer instructions
- identifying, removing and reporting contaminated feed
- understanding consequences of incorrect use of additives, such as:
  - accidental introduction of banned substances through use of additives and combinations of additives
  - causing toxic reactions due to imbalance of insoluble vitamins, trace elements and other items
  - causing illness due to not feeding or administering medication according to greyhound specific metabolic features
  - some additives alkalising the blood level in greyhounds (total carbon dioxide [TCO2] level) and alkalising agents include:
    - bicarbonates
    - lactates and citrates
- wasting money by overfeeding soluble vitamins or other feed items that cannot be absorbed or stored.
- mould or water damage

***Feed*** may be contaminated due

## RANGE STATEMENT

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to:                                                            | <ul style="list-style-type: none"> <li>rodent, insect or other spoilage.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Greyhounds</i></b> may be groomed:                       | <ul style="list-style-type: none"> <li>depending upon individual kennel routine and climate, including:               <ul style="list-style-type: none"> <li>brushing body</li> </ul> </li> <li>washing, including:               <ul style="list-style-type: none"> <li>hosing</li> <li>controlling greyhounds during bathing</li> <li>preparing bath and testing water temperature</li> <li>operating hydro bath equipment</li> <li>towelling greyhound and keeping warm</li> <li>checking legs for injury or swelling</li> <li>removing mud or dirt</li> <li>cleansing nostrils and eyes</li> </ul> </li> <li>specific grooming related to preparing greyhound for presentation at race meetings.</li> </ul> |
| <b><i>Illness or injury greyhounds</i></b> may suffer include: | <ul style="list-style-type: none"> <li>abrasions, cuts or wounds</li> <li>colic</li> <li>coughs or colds</li> <li>heat in limbs</li> <li>heat stress</li> <li>lameness</li> <li>tendon or ligament strains or sprains</li> <li>viruses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Unit Sector(s)

|             |                       |
|-------------|-----------------------|
| Unit Sector | Greyhound racing code |
|-------------|-----------------------|

## Co-requisite units

### Co-requisite units



## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRPSG204A Attend greyhounds during exercise routines

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to prepare and exercise greyhounds and conduct post-exercise care procedures.</p> <p>To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards. It is recommended that RGRPSG201A Handle greyhounds be delivered in conjunction with or before this unit of competency.</p> <p>This unit of competency operates in work environments of racing kennels, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                             |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports kennel hands, trainers and others in the greyhound racing industry who may be required to attend greyhounds during exercise routines.</p> <p>This unit can be contextualised for other industries while also maintaining the integrity of the unit.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                              |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare greyhounds for exercise.  | <ol style="list-style-type: none"> <li>1. Greyhounds to be exercised are <b><i>verified</i></b> .</li> <li>2. Greyhound <b><i>preparations for exercise</i></b> are implemented according to kennel procedures.</li> <li>3. <b><i>Potential exercise hazards</i></b> are considered and risk control measures applied.</li> </ol> |
| Exercise greyhounds.              | <ol style="list-style-type: none"> <li>4. Greyhounds are handled according to <b><i>rules and protocols</i></b> specific to <b><i>exercise activity</i></b> and location.</li> <li>5. Exercise activities are conducted.</li> </ol>                                                                                               |
| Perform post-exercise procedures. | <ol style="list-style-type: none"> <li>6. <b><i>Kennel procedures</i></b> for the post-exercise care of greyhounds are followed.</li> <li>7. Irregularities with greyhound or gear are reported.</li> </ol>                                                                                                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- catching, leading, and controlling greyhounds
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to attending greyhounds during exercise routines
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with working around greyhounds
- following directions
- identifying and correctly using different items of working and grooming gear
- identifying common greyhound illnesses or injuries
- identifying greyhound behaviour, social traits and vices
- identifying individual greyhounds
- preparing greyhounds for exercise
- performing post-exercise procedures
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- verbal and written communication skills to complete workplace documentation and related reports.

#### Required knowledge

- basic industry terminology related to greyhound exercise procedures
- characteristics of healthy greyhounds
- communication procedures within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- common greyhound illnesses or injuries
- council regulations regarding walking and slipping greyhounds in public areas
- effective working relationships, including teamwork

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing kennel duties related to attending greyhounds during exercise routines
- implementation of procedures and timely techniques for the safe, effective and efficient performance of greyhound exercise duties
- working with others to undertake and complete kennel procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to attend greyhounds during exercise routines
- safe handling areas, such as commercial kennels, and training and racetracks
- work instructions and related documentation.

## EVIDENCE GUIDE

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRPSG203A Perform kennel duties.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to attend greyhounds during exercise routines. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

## RANGE STATEMENT

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**Verifying** greyhounds to be exercised may include:

- asking questions
- checking worksheets against kennel numbers
- identifying individual greyhound features.

**Preparations for exercise** may include:

- applying bandages as required
- assisting with transportation requirements
- checking feed and water intake
- checking greyhound for symptoms of illness or injury, including:
  - cuts or abrasions
  - heat in limbs
  - lameness
  - strains or sprains
- checking gear for signs of wear or damage, then fitting gear, including:
  - collar
  - lead
  - muzzle
- grooming to instructions.

**Potential exercise hazards** may include:

- considering variables that influence behaviour of greyhounds, such as:
  - fences and equipment
  - lure
  - other persons or animals
  - vehicles
  - wind or noise
- considering weather conditions, including:
  - excessive heat
  - rain
- crossing or walking along roads
- materials or equipment that may lead to injured greyhounds or people, including:
  - lure
  - walking machines
- insecure boundary fencing
- number of greyhounds to be walked or exercised by one handler
- potential for greyhounds to get out of collar
- walking greyhounds in areas used by the public to exercise pet dogs.

## RANGE STATEMENT

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- Rules and protocols** may include:
- council regulations regarding walking and slipping greyhounds
  - local track rules and regulations
  - relevant road rules
  - rules of racing, including:
    - animal welfare principles
    - drugs and alcohol.
- Exercise activity** may include:
- free exercise for greyhounds in open spaces or in exercise yards, singly or in groups
  - hand slipping
  - road or public area walking
  - field trials, including:
    - straight tracks
    - circular tracks
  - swimming
  - walking machines.
- Kennel procedures** for post-exercise care may include:
- cooling greyhounds down
  - checking for injuries
  - hosing and bathing
  - grooming
  - reporting irregularities or injuries
  - walking or transporting from track if required.
- Irregularities with greyhound or gear** may include:
- gear breakage or signs of wear or damage
  - symptoms of illness or injury
  - slow post-exercise recovery rate.

## Unit Sector(s)

Unit Sector                      Greyhound racing code

## Co-requisite units

Co-requisite units



## Co-requisite units

## Functional Area

|                        |                             |
|------------------------|-----------------------------|
| <b>Functional Area</b> | Racing performance services |
|------------------------|-----------------------------|

## RGRPSG205A Attend greyhounds at race meetings

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to prepare greyhounds for racing, following kennelling, pre and post-race procedures.</p> <p>To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards. It is recommended that RGRPSG201A Handle greyhounds be delivered in conjunction with or before this unit of competency.</p> <p>This unit of competency operates in work environments of racing kennels, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports kennel hands, trainers and others in the greyhound racing industry that are required to attend greyhounds at race meetings.</p> <p>This unit can be contextualised for other industries while also maintaining the integrity of the unit.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                 |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare greyhounds for race meetings. | <ol style="list-style-type: none"> <li>1.1 Greyhounds are <b><i>prepared</i></b> prior to race meeting according to instructions.</li> <li>1.2 Workplace requirements for <b><i>personal presentation</i></b> are followed.</li> </ol>                                                               |
| Follow kennelling procedures.         | <ol style="list-style-type: none"> <li><b><i>Racing officials'</i></b> instructions are followed and <b><i>documentation</i></b> provided as required.</li> <li><b><i>Kennelling duties</i></b> are carried out.</li> </ol>                                                                          |
| Follow pre-race procedures.           | <ol style="list-style-type: none"> <li>Greyhound is collected from kennel at specified time and controlled during <b><i>pre-race processes</i></b>.</li> <li>Greyhound is paraded following parade official directions.</li> <li>Greyhound is entered into starting box following starter</li> </ol> |

| ELEMENT                        | PERFORMANCE CRITERIA                                                                                                                                                                                  |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | directions.                                                                                                                                                                                           |
| Complete post-race procedures. | 8. Post-race procedures are carried out.<br>9. Greyhounds are <b><i>returned to home kennels</i></b> and re-checked for post-race injury.<br>10. Gear is checked for damage, then cleaned and stored. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- catching, leading, controlling and parading greyhounds
- communicating with stewards, racing officials, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to attending greyhounds at race meetings
- completing duties in accordance with safe operating procedures and nominated time frame
- completing kennelling and pre-race procedures
- evaluating risks associated with working around greyhounds
- following directions during kennelling and pre-race procedures
- identifying behaviour and temperaments of greyhounds
- identifying common greyhound illnesses or injuries
- identifying and correctly using different items of working and grooming gear
- identifying individual greyhounds
- preparing greyhounds for race meetings
- performing post-race procedures
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- safely boxing a greyhound for a racing event
- using reporting protocols
- written communication skills to complete workplace documentation and related reports.

#### Required knowledge

## REQUIRED SKILLS AND KNOWLEDGE

- basic industry terminology related to greyhound racing procedures
- characteristics of healthy greyhounds
- communication procedures during race day operations and within wider racing industry
- common greyhound illnesses or injuries
- common greyhound behaviour, social traits and vices
- effective working relationships, including teamwork
- grooming methods and equipment for race meetings
- methods of checking greyhound physical condition during and after transport and post-race
- pre and post-race care and welfare requirements of racing greyhounds
- purpose of using appropriate personal protective equipment
- racing industry safety requirements, including safe operating procedures
- race meeting procedures and protocols
- relevant rules of racing
- requirements and procedures for the conduct of an inquiry.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing kennel duties related to attending greyhounds at race meetings
- implementation of procedures and timely techniques for the safe, effective and efficient performance of greyhound attendant duties at race meetings
- working with others to undertake and complete race meeting procedures that meet required outcomes.

## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to attend greyhounds during race meetings
- safe handling areas, such as commercial kennels, racetracks and associated facilities
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRPSG202A Transport greyhounds.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women,

## EVIDENCE GUIDE

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people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to attend greyhounds at race meetings. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

Greyhounds are ***prepared*** prior to race meeting by:

- checking feed and water intake
- checking faeces quality and quantity
- checking greyhound for illnesses or injuries
- checking racing gear for wear or damage
- grooming to race meeting presentation standards
- monitoring weather conditions and ensuring greyhound temperature is controlled
- providing post-transport care of greyhound, including:
  - light walk to stretch muscles
  - opportunity to empty out.

***Personal presentation*** will include:

- dress
- grooming
- jewellery
- personal behaviour.

***Racing officials*** may include:

- catching supervisor
- kennel supervisor
- parade official
- race day veterinarian
- starter
- steward
- weigh in clerk.

## RANGE STATEMENT

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**Documentation** may include:

- attendant or trainer registration card
- greyhound registration certificate
- greyhound weight card.

**Kennelling duties** will include:

- keeping greyhound calm and controlled through kennelling procedures, including:
  - following officials' instructions
  - greyhound identification
  - greyhound weigh-in
  - veterinary inspection
  - placing in assigned kennel.

**Pre-race processes** may include:

- identification check
- fitting allocated racing rug
- opportunity for greyhound to empty out
- completing stir-up.

**Post-race procedures** may include:

- catching greyhound after race
- checking for signs of injury or soreness
- collecting greyhound from catcher
- completing random swab draw procedure
- parading before the public if placegetter
- hosing and towelling
- presenting for inquiry if required
- re-kennelling
- walking lightly to allow recovery of breath.

**Returned to home kennels** procedures may include:

- checking again for illness, injury or distress
- feeding and watering according to kennel routine
- providing post-race therapy under trainer's instructions and supervision
- reporting irregularities to trainer
- settling greyhound into home kennel
- storing gear.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code



## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRPSG206A Perform duties of greyhound catcher

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to prepare for, safely catch and control an individual greyhound after a race or trial, and includes post-race reporting of incidents or observations.</p> <p>To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards. It is recommended that RGRPSG201A Handle greyhounds be delivered in conjunction with or before this unit of competency.</p> <p>This unit of competency operates in work environments of racing kennels, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports greyhound attendants, kennel hands, trainers and others in the greyhound racing industry authorised to perform the duties of a greyhound catcher.</p> <p>This unit can be contextualised for other industries while also maintaining the integrity of the unit.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare to catch greyhounds.            | <ol style="list-style-type: none"><li>1. <b><i>Rules of racing , protocols and procedures</i></b> related to catching pen operation are followed.</li><li>2. Pre-race catching preparations are followed.</li><li>3. <b><i>Potential hazards in catching area</i></b> are identified and strategies are used to minimise risk of injury.</li><li>4. Race is observed from catchers' designated area and <b><i>issues</i></b> that may affect catching procedures are identified.</li></ol> |
| Catch and control greyhounds post-race. | <ol style="list-style-type: none"><li>5. Greyhound is <b><i>collected and restrained</i></b> following catching pen supervisor or steward instructions.</li><li>6. Race <b><i>incidents or observations</i></b> are reported to greyhound's trainer or handler.</li></ol>                                                                                                                                                                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds, including ensuring the safety of others
- catching, leading and controlling greyhounds
- communicating with stewards, racing officials, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to greyhound catcher duties
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with catching greyhounds
- following directions
- identifying and correctly fitting gear
- identifying individual greyhounds
- performing pre and post-race catching pen procedures
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using reporting protocols.

#### Required knowledge

- basic industry terminology related to greyhound racing procedures
- characteristics of healthy greyhounds
- communication procedures during race day operations and within wider racing industry
- effective working relationships, including teamwork
- post-race care and welfare requirements of racing greyhounds
- purpose of using appropriate personal protective equipment
- racing industry safety requirements, including safe operating procedures
- race day and trial catching pen procedures
- relevant rules of racing.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing catching duties at race meetings and trials
- implementation of procedures and timely techniques for the safe, effective and efficient performance of greyhound catcher duties
- working with others to undertake and complete catching procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to perform the duties of a greyhound catcher
- safe handling and catching pen areas, such as training and racetracks
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit

## EVIDENCE GUIDE

are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform the duties of a greyhound catcher. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

#### ***Rules of racing, protocols and procedures*** may include:

- Australian and local rules of racing relating to race meeting procedures
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to state, territory or federal legislation related to animal welfare
- adhering to personal presentation standards

## RANGE STATEMENT

***Pre-race catching preparations*** may include:

- following instructions from racing officials, including:
  - stewards
  - catching pen supervisors.
- arriving at catching pen prior to start of each race
- collecting collar and lead or approved catching slip lead
- knowing runner's number and race rug colours
- observing race from catchers' designated area
- presenting catcher's pass or identification to official if required.

***Potential hazards in catching area*** may include:

- getting hit by greyhounds running into pen
- greyhounds attacking other greyhounds
- greyhounds not entering catching area and running back down track
- making physical contact with other greyhound catchers.

***Issues in race or trial run*** may include:

- greyhound falls or injuries
- greyhounds fighting
- lure malfunction
- runners coming in late to catching pen.

***Collected and restrained*** may include:

- avoiding contact with other catchers or greyhounds
- capturing greyhound as quickly as possible
- controlling greyhound until trainer or handler arrives
- entering catching pen only when supervisor or steward gives permission
- securing greyhound with collar and lead as quickly as possible.

***Incidents or observations*** may include:

- attacks from other dogs
- greyhound falling in catching pen
- greyhound being hit by other dogs while pulling up
- muzzle caught in teeth
- obvious limping
- torn or loose race rug.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services



## RGRPSG301A Supervise handling of greyhounds

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to direct, assist and oversee others in identifying, safely catching, controlling and handling greyhounds.</p> <p>To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards. It is recommended that RGRPSG201A Handle greyhounds be delivered in conjunction with or before this unit of competency.</p> <p>This unit of competency operates in work environments of racing kennels, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports supervisors, trainers and others in the greyhound racing industry to oversee the safe handling of greyhounds.</p> <p>This unit can be contextualised for other industries while also maintaining the integrity of the unit.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oversee others to identify, catch, control and handle greyhounds. | <ol style="list-style-type: none"><li>1. Identifying, catching, controlling and general handling of greyhounds are <b><i>supervised</i></b> .</li><li>2. Tasks are <b><i>delegated</i></b> according to current competence and animal and staff welfare.</li><li>3. Use of <b><i>gear</i></b> to control and handle greyhounds is explained and demonstrated.</li><li>4. Opportunities are provided for <b><i>practice and skill development</i></b> for inexperienced staff.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- assessing an individual's capability to perform specific tasks
- catching, controlling and handling greyhounds
- coaching and mentoring learners or new staff
- communicating with employer, co-workers and others using assertive communication techniques to gather and relay information related to greyhound handling activities
- completing duties in accordance with safe operating procedures and nominated time frame
- delegating tasks
- demonstrating best practice techniques for identifying, catching, controlling and handling greyhounds
- evaluating risks associated with catching and handling greyhounds
- identifying and explaining features of greyhounds using industry standards
- identifying and explaining behaviour of greyhounds
- identifying and correctly using different items of handling gear
- incorporating safe operating procedures into all instructions
- giving, receiving and interpreting instructions
- providing positive feedback to learners on skills development
- providing opportunities for staff to practise skills development
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities and adapting practice and skills development opportunities to suit these varying needs
- supporting others in handling greyhounds using industry best practice techniques.

#### Required knowledge

- communication procedures within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- effective working relationships, including teamwork
- handling techniques for greyhounds
- industry terminology related to identifying, catching, controlling and handling greyhounds
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures

## REQUIRED SKILLS AND KNOWLEDGE

- range and purpose of gear
- relevant council regulations and by-laws related to keeping and handling greyhounds
- relevant rules of racing
- relevant road safety rules
- safe work practices when giving instructions
- staff management.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to supervising duties related to the handling of greyhounds
- implementation of procedures and timely techniques for the safe, effective and efficient performance of overseeing duties
- working with others to undertake and complete overseeing procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards

## EVIDENCE GUIDE

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requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to perform overseeing duties
- safe handling areas, such as commercial kennels, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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## RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to supervise the handling of greyhounds. Workplaces include kennels and racecourses, training tracks and public areas.

***Supervised*** handling of greyhounds may include:

- explaining behaviour traits of individual greyhounds
- explaining identification features of individual greyhounds
- explaining rules of racing and local government rules related to the operation of racing kennels and handling of greyhounds in public places
- demonstrating catching, leading and controlling techniques
- outlining kennel routines and safe work practices
- providing assistance to others in the identification or handling of greyhounds, such as:
  - kennel staff
  - swab supervisors or attendants
  - stewards
  - trainers
  - veterinarians or therapists.

Factors to consider when tasks are ***delegated*** may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of training tracks and public venues
- age of participant, as some race meeting tasks have minimum age requirements
- approved gear for greyhounds
- assessing competence of individual workers
- considering variables that influence behaviour of greyhounds, such as:

## RANGE STATEMENT

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- fences and equipment
- lure
- other persons or animals
- vehicles
- wind or noise
- experience attending race meetings
- experience handling young or inexperienced greyhounds
- identifying potential hazards and applying risk control measures
- individual greyhound behaviour
- knowledge of approved gear for greyhounds
- relevant road safety rules.

**Gear** may include:

- collars
- leads
- muzzles.

**Practice and skill development** opportunities may include:

- allowing learner the opportunity to make mistakes during skill development where the consequences will be minimal
- asking learner to explain the steps involved in a particular task prior to performing it
- confirming understanding of task by questioning learner
- graduating difficulty of tasks
- mentoring
- monitoring performance to provide immediate feedback
- providing opportunities to perform skills in a controlled environment
- providing positive feedback
- staff initially working with more reliable greyhounds
- training courses.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|



# RGRPSG302A Assess health and provide first aid for greyhounds

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to assess the health and condition of greyhounds, respond to illness or injury, including emergency situations, and monitor greyhound health and welfare before and after exercise or races, taking into account considerations related to prohibited substances.

To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards. It is recommended that RGRPSG201A Handle greyhounds be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports supervisors, trainers and others in the greyhound racing industry responsible for assessing health of, and providing first aid for, racing greyhounds.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Assess health and condition of greyhounds.

1. Signs of a healthy and fit greyhound are identified.
2. ***Signs of ill health*** , injury or distress are recognised.
3. Procedures for ***specialist*** treatment ***referral*** are followed.

Respond to injuries, illnesses or distress in greyhounds.

4. ***First aid policies and procedures*** with respect to obligations to greyhounds, owners, regulations and duty of care are understood and followed.
5. Rules relating to ***prohibited substances*** and alternative treatments are complied with.

| ELEMENT                                                                  | PERFORMANCE CRITERIA                                                                                                       |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Monitor greyhound health and welfare before and after exercise or races. | 6. <b>Basic first aid treatment</b> is applied to greyhounds, following kennel procedures.                                 |
|                                                                          | 7. <b>Pre and post-exercise or race assessment</b> of greyhound for injuries, distress, health and fitness is implemented. |
|                                                                          | 8. Signs of illness, injury or distress are reported to officials where required.                                          |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- applying basic first aid to greyhounds
- applying quarantine control measures for isolation of sick greyhounds and prevention of transference of disease by dogs, other animals and humans
- assessing and responding to injuries in greyhounds
- assessing vital signs of greyhounds
- calming and restraining greyhounds
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to assessing health and first aid requirements for greyhounds
- evaluating risks associated with catching, handling and controlling sick or injured greyhounds
- following instructions
- identifying behaviour traits of individual greyhounds
- identifying and correctly using different treatments following procedures
- identifying common illnesses and injuries in greyhounds
- implementing emergency care procedures
- incorporating safe operating procedures into all instructions
- providing assistance to others in the workplace
- reporting greyhound irregularities to kennel nominated person
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in handling and providing treatment to greyhounds in the

## REQUIRED SKILLS AND KNOWLEDGE

appropriate manner

- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within kennel and wider racing industry
- common behaviour traits of healthy, sick, injured or distressed greyhounds
- common illnesses and injuries in greyhounds
- disease control and reporting requirements
- effective working relationships, including teamwork
- greyhound first aid and emergency care
- industry terminology related to handling and treating greyhounds
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing and prohibited substances
- restraining techniques for greyhounds
- signs of lameness in greyhounds
- signs of shock in greyhounds
- types of treatments.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to assessing greyhound health and providing first aid
- implementation of procedures and timely techniques for the safe, effective and efficient performance of greyhound health and first aid assessment and application
- working with others to undertake and complete

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## EVIDENCE GUIDE

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procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to assess greyhound health and fitness and apply required first aid procedures
- safe handling areas, such as commercial kennels, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

## EVIDENCE GUIDE

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### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess health and provide first aid for greyhounds. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

#### ***Signs of a healthy and fit greyhound*** may include:

- alert and interested in surroundings
- clearly defined muscle structure with veins clearly showing
- coat condition light and flat
- eating up and drinking appropriate quantity of water daily
- greyhound standing with weight carried on all four limbs
- weight within optimal range relevant to natural body structure and fitness status.

#### ***Signs of ill health, injury or distress*** may include:

- excess heat in limbs or isolated areas of body
- discolouration of urine
- temperature, pulse or respiration outside normal parameters
- inappetence
- lameness
- listlessness
- slow skin rebound
- swelling
- tenderness in body parts.

## RANGE STATEMENT

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- Specialist*** may include:
- chiropractor
  - massage therapist
  - nutritionist
  - veterinary surgeon.
- Reason for referral*** may include:
- greyhound may:
    - be insured
    - have to be treated with race day or non-race day prohibited substances
    - have to be withdrawn from competition
    - require prescription medication
    - require stitching or specialist injury management or treatment
  - illness may be:
    - contagious condition
    - notifiable disease
    - passed on to humans
  - illness or injury may be:
    - life threatening or have consequences to ongoing career of greyhound
    - result of neglect or non-compliance with duty of care.
- First aid policies and procedures*** may include:
- administration of treatments
  - communication processes when greyhounds are treated
  - disease prevention and control
  - emergency care
  - emergency contact details, including veterinarian
  - permissible treatments
  - procedure for recording treatments
  - procedure for reporting and recording vital signs
  - regular health checks
  - replenishing supplies of first aid kits, including portable first aid kit
  - system of referral for injury treatment
  - staff access to first aid treatments and materials.
- Prohibited substances*** may include:
- substances listed below as well as other items defined by racing regulatory authority from time to time, including:

## RANGE STATEMENT

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- acidifying agents
  - alkalising agents
  - analgesics
  - antihistamines
  - anti-inflammatory agents
  - buffering agents
  - diuretics
  - general and local anaesthetics
  - hormones
  - muscle relaxants
  - narcotics
  - respiratory stimulants
  - sedatives
  - tranquillisers
  - vitamins administered by injection.
- Basic first aid treatment*** may include:
- applying bandages for:
    - control of bleeding and swelling
    - drawing out of foreign bodies or pus
    - splinting
    - wound protection
  - cleaning wounds
  - managing heat or cold distress
  - nursing sick, in pain or anxious greyhounds
  - observing behaviour signs and symptoms of illness and injury
  - preventing where possible further injury or spread of disease
  - providing clean, warm or cool shelter out of inclement weather
  - quarantining sick greyhounds
  - removing, where possible cause of illness or injury
  - taking and monitoring vital signs
  - treating swelling and inflammation
  - using safe shifting or lifting techniques.
- First aid equipment*** may include:
- antiseptic cream, lotions or sprays
  - bandages and wound dressings
  - infection control items
  - inflammation and swelling controlling items,



## RANGE STATEMENT

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | including:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                     | <ul style="list-style-type: none"> <li>• cold hosing</li> <li>• icepacks</li> <li>• pressure bandaging</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                     | <ul style="list-style-type: none"> <li>• poultices</li> <li>• scissors</li> <li>• stretchers or other carrying methods</li> <li>• wound cleaning solutions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b><i>Pre and post-exercise or race assessment</i></b> may include: | <ul style="list-style-type: none"> <li>• pre-race or exercise assessment includes:           <ul style="list-style-type: none"> <li>• assessing vital signs</li> <li>• checking greyhound for illnesses or injuries</li> <li>• checking feed and water intake</li> <li>• checking faeces quantity and quality</li> <li>• observing behaviour</li> </ul> </li> <li>• post-race or exercise assessment includes:           <ul style="list-style-type: none"> <li>• greyhound's recovery rate of vital signs</li> <li>• recognition of signs of:               <ul style="list-style-type: none"> <li>• heat stress</li> <li>• dehydration</li> <li>• limb injuries, including heat or swelling</li> </ul> </li> <li>• muscle soreness.</li> </ul> </li> </ul> |

## Unit Sector(s)

|                    |                       |
|--------------------|-----------------------|
| <b>Unit Sector</b> | Greyhound racing code |
|--------------------|-----------------------|

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing performance services

# RGRPSG303A Determine nutritional requirements for racing greyhounds

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to prepare rations for racing greyhounds and assess the range of feed, additives and supplements in relation to quality industry regulations.

This unit also requires the ability to apply nutritional principles, formulate basic rations, assess and select feed, monitor individual greyhound feeding programs and comply with the rules of racing.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports supervisors, trainers and others in the greyhound racing industry responsible for determining nutritional requirements for racing greyhounds.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare rations for racing greyhounds.                          | <ol style="list-style-type: none"> <li>1. <b><i>Nutritional principles</i></b> to be applied to formulation of individual rations for a range of greyhounds in care are established.</li> <li>2. Individual <b><i>rations</i></b> appropriate to greyhound's condition, <b><i>workload and stage of training</i></b> are formulated.</li> </ol>                                                                                                                          |
| Assess range of feed, additives and supplements for greyhounds. | <ol style="list-style-type: none"> <li>3. Feed is selected for a particular animal on the basis of <b><i>quality, and nutritional and economic value</i></b> .</li> <li>4. <b><i>Supplements and feed additives</i></b> are assessed on the basis of active ingredients, price and nutritional needs of specific greyhounds.</li> <li>5. Supplements and feed additives <b><i>selected are checked</i></b> for rules of racing and animal welfare compliance.</li> </ol> |

| ELEMENT                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                 |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitor kennel feeding practices. | <ol style="list-style-type: none"><li>6. Individual greyhounds are assessed for condition and nutritional needs.</li><li>7. Individual greyhound's eating behaviour, feed intake and work level are <b><i>monitored and recorded</i></b> .</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when determining nutritional requirements of greyhounds
- applying nutritional principles
- assessing quality feed
- communicating with employer, supervisor, co-workers, feed merchants and others using assertive communication techniques to gather and relay information related to nutritional requirements of racing greyhounds
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare policies in the care, management and feeding of greyhounds
- following instructions
- identifying and correctly using different feed components and feed supplements
- identifying behaviour traits and eating patterns of individual greyhounds
- identifying changes to greyhound behaviour
- identifying individual greyhounds
- identifying quality, type and value of feed
- identifying spoiled or contaminated feed
- monitoring and maintaining feed records
- preparing feed rations
- reading and interpreting workplace documentation, including relevant rules of racing
- recognising changes in greyhounds' condition
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly
- supporting others in handling and providing rations to greyhounds in the

## REQUIRED SKILLS AND KNOWLEDGE

appropriate manner

- weighing feed items and greyhounds
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- greyhound digestive system
- communication procedures within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- economic value of various feeds
- feed and feed supplements
- industry terminology related to handling, caring and feeding greyhounds
- interaction between feed and supplements that may result in contravention of industry regulations
- methods used to measure feed value, including weighing feeds
- methods used to measure greyhound weight and condition
- monitoring systems
- nutritional principles in respect to greyhounds' age, condition and needs while in training and racing
- nutritional value of various feeds
- quality of feed
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- sources and importance of energy, protein, fibre, minerals, trace elements and vitamins in a feed ration.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

## EVIDENCE GUIDE

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- knowledge of the requirements, procedures and instructions that apply to determine nutritional requirements for racing greyhounds
- implementation of procedures and timely techniques for the safe, effective and efficient application and monitoring of greyhound nutritional requirements
- working with others to undertake and complete feeding regime procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to determine and monitor nutritional requirements of racing greyhounds
- safe handling areas, such as commercial kennels, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

## EVIDENCE GUIDE

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRPSG401A Relate anatomical and physiological features to the care and treatment of greyhounds
- RGRPSG402A Manage greyhound health and welfare
- RGRPSG403A Plan and implement education and training of greyhounds for racing.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to determine nutritional requirements for racing greyhounds. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

***Nutritional principles*** may include:

- digestive system features:
  - mouth and teeth
  - stomach
  - small intestine
  - large intestine
- digestive problems



## RANGE STATEMENT

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|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <ul style="list-style-type: none"><li>• feeding habits:<ul style="list-style-type: none"><li>• effect of temperature</li><li>• normal eating patterns</li><li>• kennel eating patterns</li><li>• social influences</li></ul></li><li>• nutrients:<ul style="list-style-type: none"><li>• carbohydrates</li><li>• fat</li><li>• fibre</li><li>• minerals</li><li>• protein</li><li>• vitamins</li><li>• water</li></ul></li><li>• weight of feeds.</li></ul> |
| <b>Rations</b> may include:                                     | <ul style="list-style-type: none"><li>• bones</li><li>• fresh meat</li><li>• kibble</li><li>• pre-packaged food or bulk base food</li><li>• variety of grains and energy sources</li><li>• vegetables.</li></ul>                                                                                                                                                                                                                                            |
| <b>Workload and stage of training</b> may include:              | <ul style="list-style-type: none"><li>• age and gender of greyhound</li><li>• body condition</li><li>• exercise schedule</li><li>• trial and racing schedule</li><li>• weight.</li></ul>                                                                                                                                                                                                                                                                    |
| <b>Quality, and nutritional and economic value</b> may include: | <ul style="list-style-type: none"><li>• age of material</li><li>• alternative feed options</li><li>• contaminants, for example:<ul style="list-style-type: none"><li>• presence or absence of mould or rot</li><li>• rodent or other spoilage</li></ul></li><li>• cost compared to benefit gained</li><li>• food value.</li></ul>                                                                                                                           |
| <b>Supplements and feed additives</b> may include:              | <ul style="list-style-type: none"><li>• appetite stimulants</li><li>• electrolytes</li><li>• minerals</li><li>• oils</li><li>• trace elements</li><li>• vitamins.</li></ul>                                                                                                                                                                                                                                                                                 |
| <b>Supplements and feed additives</b>                           | <ul style="list-style-type: none"><li>• accidental introduction of banned substances</li></ul>                                                                                                                                                                                                                                                                                                                                                              |

## RANGE STATEMENT

are selected and checked to avoid: that contravene the rules of racing.

***Greyhound feeding behaviour***  
may be monitored and recorded to include:

- age, gender, weight and body condition of greyhound
- feeding regime plan, including:
  - individual greyhound's changes in feeding due to training, racing or distractions
  - individual greyhound taste and eating pattern
  - ingredients of the ration and alternatives
  - quantity of each ingredient
  - supplements to be included
  - when variation to ration may be offered
- recording and monitoring feeding patterns and body condition to identify:
  - circumstances that may require adjustments to daily rations
  - dietary disturbances that require appropriate treatment
  - injuries that may be aggravated or caused by feeding regime
- training program and racing schedule.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing performance services

# RGRPSG304A Participate in greyhound inquiries and appeals

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to identify relevant rules of racing, participate in inquiries and appeals, understand procedures, recognise rights and responsibilities, seek advice and provide clear and accurate information.

It is recommended that RGRCMN001A Comply with the rules of racing and related protocols be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports greyhound racing industry participants to prepare for and participate in inquiries and appeals.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                           |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for inquiries.    | <ol style="list-style-type: none"> <li>1. <b><i>Nature of inquiry</i></b> is known and understood.</li> <li>2. Relevant <b><i>rules of racing</i></b> are identified.</li> <li>3. Inquiry <b><i>participants</i></b> are confirmed.</li> </ol>                 |
| Participate in inquiries. | <ol style="list-style-type: none"> <li>4. Rights, responsibilities and procedures are understood and observed.</li> <li>5. Nature of the charge and plea options are verified.</li> <li>6. Clear and accurate information is provided in inquiries.</li> </ol> |
| Prepare for appeals.      | <ol style="list-style-type: none"> <li>7. <b><i>Advice</i></b> is sought prior to lodging appeal.</li> <li>8. Relevant rules of racing are identified.</li> <li>9. Appeals lodged according to rules of racing.</li> </ol>                                     |
| Participate in appeals.   | <ol style="list-style-type: none"> <li>10. Rights, responsibilities and procedures are understood</li> </ol>                                                                                                                                                   |

**ELEMENT****PERFORMANCE CRITERIA**

and observed.

11. Appellant's ***personal presentation*** and ***methods of address*** to participants in appeal are appropriate.
12. Written statements and documents are relevant and legible.
13. Verbal evidence and statements are succinct and relevant to the appeal.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying relevant industry rules and regulations relating to rights, responsibilities and dress codes
- communicating with stewards, officials, co-workers and others using assertive communication techniques to gather, interpret and relay information related to inquiries and appeals
- completing duties in accordance with safe operating procedures and nominated time frame
- gathering evidence relevant to racing or other incidents covered by the rules of racing
- identifying rights, responsibilities and procedures of inquiries and appeals
- identifying inquiry and appeal participants
- interpreting and relating personal conduct to rules of racing
- lodging an appeal
- presenting information
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- seeking advice
- understanding nature of inquiry
- verifying nature of the charge and plea options
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- communication procedures within kennel and wider racing industry

## REQUIRED SKILLS AND KNOWLEDGE

- personal grooming and presentation requirements
- processes and procedures for inquiries and appeals
- protocols and procedures for communicating with stewards and appeal panel members
- range of documentation and records used in inquiries and appeals
- relevant rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when participating in inquiries and appeals
- demonstrated appropriate use of language, terms of address and personal presentation
- implementation of procedures and timely techniques for the safe, effective and efficient participation in inquiries and appeals
- working with others to undertake and complete tasks related to managing participation in inquiries and appeals that meet required outcomes.

Evidence should be collected over a period of time and be focused on participating in greyhound training and racing. Assessment in a simulated situation may occur but must be related to racing industry conditions and context.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety

## EVIDENCE GUIDE

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requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to effectively participate in inquiries and appeals
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).



## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to participate in inquiries and appeals. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

***Nature of inquiry*** may include:

- any matter concerning greyhound racing, for example:
  - greyhound fails to pursue lure with due commitment
- any matter or conduct that is or may be detrimental to best interests of greyhound racing
- any matter that involves or may involve a breach of the rules of racing
- conduct of any registered person in connection with a greyhound or any official.

***Rules of racing*** will include:

- animal welfare
- Australian and local greyhound racing rules
- constitutional
- interpretation
- licensing
- offences
- penalties
- registration
- race meetings
- stewards
- syndication.

***Participants*** may include:

- greyhound attendants
- kennelhands
- officials
- stewards
- trainers
- other persons nominated by stewards.

***Rights, responsibilities and procedures*** may include:

- appeal against stewards' decision
- appeal against board members' rights and obligations under the rules of racing when conducting an appeal

## RANGE STATEMENT

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- gathering relevant evidence
- legal parameters within the rules of racing
- right to natural justice or procedural fairness during the conduct of inquiries and appeals
- responsibilities of handler, trainer and owner
- stewards' rights and obligations under the rules of racing when conducting an inquiry
- time frames:
  - hearing by stewards between races at the time of the race meeting
  - notification of inquiry at time of incident with hearing conducted at a later date
  - number of days allowed to lodge a notice of appeal in writing
  - number of days allowed to begin appeal procedures.

***Clear and accurate information*** may include:

- clarifying what the inquiry is about
- presenting clear and accurate information in a logical order
- relating evidence with reference to relevant rules and regulations
- speaking clearly
- using non-discriminatory language
- using effective listening and speaking skills
- verifying what has been said or done and why it has been said or done.

***Advice prior to lodging an appeal*** may include:

- appeals process and procedures
- legal advice
- level of penalty or suspension duration
- lodgement of notice of appeal and fees
- subject matter of appeals against stewards' decision and penalty and associated rules of racing
- time frame of appeal related to statutory requirement.

***Personal presentation*** may include:

- industry dress codes
- personal grooming requirements
- personal cleanliness and condition of clothing appropriate for a formal meeting.

***Methods of address*** may include:

- addressing appeal panel members politely
- refraining from swearing, arguing or fighting

## RANGE STATEMENT

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- refraining from interrupting
- remaining patient
- using assertive but not aggressive body language and voice
- using language that is not patronising but at a suitable level.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# **RGRPSG401A Relate anatomical and physiological features to the care and treatment of greyhounds**

## **Modification History**

Not Applicable

## **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to identify basic anatomy and physiology of greyhounds, relate anatomy and body systems to the performance of racing greyhounds and follow illness and injury management plans for greyhounds.

This unit also requires the practical care and management of racing greyhounds and application of OHS standards in the workplace.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## **Application of the Unit**

**Application of the unit** This unit of competency supports trainers and others in the greyhound racing industry responsible for relating anatomical and physiological features to the care and treatment of greyhounds.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## **Licensing/Regulatory Information**

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Identify basic anatomy and physiology of greyhounds.

1. Key features and functions of ***skeletal system*** and ***muscular system*** are identified.
2. Key features and functions of ***respiratory system*** are identified.
3. Key features and functions of ***circulatory system*** are identified.
4. Key features and functions of ***digestive system*** are identified.
5. Key features and functions of ***reproductive system*** are identified.

Relate anatomy and body systems to performance

6. ***Common illnesses and injuries*** of skeletal and muscular system of racing greyhounds are identified.

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| of racing greyhounds.                       | <ol style="list-style-type: none"><li>7. Common illnesses and injuries of respiratory system of racing greyhounds are identified.</li><li>8. Common illnesses and injuries of circulatory system of racing greyhounds are described.</li><li>9. Common illnesses and injuries of digestive system of racing greyhounds are described.</li></ol>                                               |
| Follow illness and injury management plans. | <ol style="list-style-type: none"><li>10. <b>Healing processes</b> following illness or injury are recognised.</li><li>11. Impact of <b>medications</b> on body systems is understood.</li><li>12. Impact of <b>therapies</b> is understood.</li><li>13. Care and treatment of injured or sick greyhound are provided according to <b>directions</b> and animal welfare principles.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- administering or supervising administration of non-prescription and prescribed medication
- applying safe handling and work practices when caring for and treating greyhounds
- assessing and responding to illness or injury in greyhounds
- caring for and treating greyhounds
- communicating with kennel staff, greyhound health specialists and others using assertive communication techniques to gather and relay information related to relating basic anatomical and physiological features of greyhounds to their care and treatment
- evaluating risks associated with catching and controlling greyhounds
- giving and receiving instructions
- identifying and correctly using different therapies or medications
- identifying features and functions of greyhound body systems
- identifying common illnesses and injuries
- reading and interpreting workplace documentation, including relevant rules of

## REQUIRED SKILLS AND KNOWLEDGE

- racing and material safety data sheets
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using or supervising use of technology related to therapy
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- common illnesses and injuries in greyhounds
- impact of medications or therapies
- industry terminology related to caring for and treating racing greyhounds
- key features and functions of greyhound body systems
- prohibited substances
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- restraining techniques for greyhounds
- signs and symptoms of greyhound illnesses and injuries
- types of medications and therapies.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply when relating anatomical and physiological features to the care and treatment of greyhounds
- implementation of procedures and timely techniques for the safe, effective and efficient application of care

## EVIDENCE GUIDE

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and treatment programs for racing greyhounds

- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to relate anatomical and physiological features to the care and treatment of greyhounds
- safe handling areas, such as commercial kennels, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.



## EVIDENCE GUIDE

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### Guidance information for assessment

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to relate anatomical and physiological features to the care and treatment of greyhounds. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

Components of ***skeletal*** and ***muscular systems*** will include:

- bones
- joints
- ligaments
- muscles
- tendons.

Components of ***respiratory system*** will include:

- alveolus
- diaphragm
- larynx
- lungs
- nostrils
- pharynx
- trachea.

Components of ***circulatory system*** will include:

- arteries
- blood cells
- heart
- lungs

## RANGE STATEMENT

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|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Components of <b><i>digestive system</i></b> will include:    | <ul style="list-style-type: none"> <li>• veins.</li> <li>• caecum</li> <li>• diaphragm</li> <li>• intestines</li> <li>• kidneys</li> <li>• mouth</li> <li>• oesophagus</li> <li>• pharynx</li> <li>• stomach.</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| Components of <b><i>reproductive system</i></b> will include: | <ul style="list-style-type: none"> <li>• endocrine glands</li> <li>• male and female genital organs</li> <li>• oestrous cycle</li> <li>• pregnancy and whelping.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |
| <b><i>Common illnesses and injuries</i></b> may include:      | <ul style="list-style-type: none"> <li>• skeletal and muscular systems, including: <ul style="list-style-type: none"> <li>• stifle joint lameness</li> <li>• suspensory ligament injury</li> </ul> </li> <li>• respiratory system, including: <ul style="list-style-type: none"> <li>• air passage inflammation</li> <li>• canine influenza</li> </ul> </li> <li>• circulatory disorder</li> <li>• digestive system, including: <ul style="list-style-type: none"> <li>• botulism</li> <li>• colic</li> <li>• hepatitis.</li> </ul> </li> </ul> |
| <b><i>Healing processes</i></b> may include:                  | <ul style="list-style-type: none"> <li>• blood vessels</li> <li>• cartilage and bone</li> <li>• connective tissue</li> <li>• muscle tissue</li> <li>• nerves</li> <li>• skin and mucosal membrane.</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Medications</i></b> may include:                        | <ul style="list-style-type: none"> <li>• anabolic steroids</li> <li>• antibiotics</li> <li>• anti-inflammatories</li> <li>• bronchodilators</li> <li>• hormones</li> <li>• injections</li> <li>• muscle relaxants</li> <li>• poultices</li> <li>• sedatives</li> </ul>                                                                                                                                                                                                                                                                          |

## RANGE STATEMENT

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**Therapies** may include:

- vasodilators
- vitamins.
- acupuncture
- bandaging
- chiropractic
- counter irritation
- electromagnetic
- exercise, for example walking or swimming
- hydrotherapy
- ice and heat
- immobilisation
- laser
- magnetic
- massage
- pharmaceutical
- rest
- ultrasound.

**Directions** related to care and treatment of greyhounds may include:

- adhering to rules of racing in administration of treatments
- adhering to medication material safety data sheet directions
- administering prescribed treatments
- advice from veterinary surgeons, acupuncturists, chiropractors or message therapists.

## Unit Sector(s)

|             |                       |
|-------------|-----------------------|
| Unit Sector | Greyhound racing code |
|-------------|-----------------------|

## Co-requisite units

Co-requisite units

## Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

# RGRPSG402A Manage greyhound health and welfare

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to monitor and maintain greyhound health and welfare; undertake health management programs; ensure provision of safe, compliant and secure housing arrangements; determine health problems; decide upon and administer treatment; monitor greyhound progress; and plan greyhound health emergency procedures.

This unit also requires the practical care and management of racing greyhounds and application of OHS standards in the workplace.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports supervisors, trainers and others in the greyhound racing industry responsible for managing greyhound health and welfare.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan greyhound health and emergency care procedures. | <ol style="list-style-type: none"> <li>1. Health and emergency care protocols and programs are developed and relayed to staff.</li> <li>2. Greyhounds' housing is arranged in <b><i>suitable and approved premises</i></b> that are maintained to health and safety standards specified by the <b><i>rules of racing and other regulations</i></b> .</li> <li>3. Health status of individual greyhounds is assessed.</li> <li>4. <b><i>Infectious diseases</i></b> are identified and control measures implemented.</li> <li>5. Signs and symptoms of distressed or injured greyhounds are identified and prioritised.</li> </ol> |
| Undertake health                                     | <ol style="list-style-type: none"> <li>6. Vaccination programs are implemented.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| management programs for greyhounds.                    | 7. Parasite control programs are implemented.<br>8. <b>Health records</b> are compiled and updated.                                                                                                                                                                                                                     |
| Decide upon treatment for greyhounds.                  | 9. Health care and management are determined.<br>10. Prognosis for common illnesses and injuries is discussed.<br>11. Need for <b>veterinary assistance</b> or other specialist advice is determined.<br>12. <b>Treatment options</b> are evaluated and preferred option is selected for common injuries and illnesses. |
| Administer treatment and monitor greyhound's progress. | 13. <b>Medication and treatments</b> are administered according to kennel procedures, directions and industry and animal welfare regulations.<br>14. Greyhound recovery is monitored and health records are updated.                                                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying OHS workplace procedures
- applying safe handling and work practices when dealing with greyhounds
- applying quarantine control measures for isolation of sick greyhounds and prevention of transference of disease by dogs, other animals and humans
- assessing vital signs of greyhounds
- assessing and responding to illnesses or injuries in greyhounds
- calming and controlling greyhounds
- communicating with kennel staff, greyhound health specialists and others using assertive communication techniques to gather and relay information related to managing health and welfare of greyhounds
- complying with animal welfare regulations in the care and management of greyhounds
- developing health and emergency care protocols and programs
- dealing with emergencies
- discussing, identifying and administering different treatments in accordance with directions
- evaluating risks associated with catching and handling greyhounds

## REQUIRED SKILLS AND KNOWLEDGE

- giving and receiving instructions
- identifying behaviour traits of individual greyhounds
- identifying illnesses and injuries in greyhounds
- planning and adhering to vaccination and parasite control program schedules
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in handling and providing treatment to greyhounds in the appropriate manner
- written communication skills to compile and maintain greyhound health records and associated procedural documentation.

### Required knowledge

- communication procedures within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- common illnesses and injuries in greyhounds
- disease control, reporting requirements and quarantine measures
- effective working relationships, including teamwork
- emergency control measures
- controlling techniques for greyhounds
- greyhound first aid
- greyhound feet and limb maintenance programs
- greyhound health record systems
- industry terminology related to handling and treating greyhounds
- parasite control programs
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing and prohibited substances
- signs and symptoms of communicable diseases
- signs of shock in greyhounds
- signs of lameness in greyhounds
- suitable and approved greyhound housing requirements
- types of treatments
- vaccination programs.



# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to managing greyhound health and welfare
- delegating duties related to the care and management of greyhound health according to experience and level of responsibility
- implementation of procedures and timely techniques for the safe, effective and efficient administration of greyhound health and welfare requirements
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to manage greyhound health and welfare
- safe handling areas, such as commercial kennels, and

## EVIDENCE GUIDE

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### Method of assessment

training and racetracks

- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN401A Maintain and monitor OHS procedures and environmental work practices
- RGRPSG303A Determine nutritional requirements for racing greyhounds
- RGRPSG401A Relate anatomical and physiological features to the care and treatment of greyhounds.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording

## RANGE STATEMENT

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in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to manage greyhound health and welfare. Workplaces include kennels and racecourses, training tracks and public areas.

***Health and emergency care protocols and programs*** may include:

- advice to other organisations related to disease control or other issues as required by rules and regulations
- advice to stewards of greyhound health or injury status
- greyhound management:
  - routine health checks
  - equipment and gear cleanliness
  - handling and monitoring greyhounds
  - husbandry practices
  - hazard identification
  - maintaining first aid and treatments stores
  - monitoring seasonal status of bitches
  - notifiable diseases
  - permissible treatments
  - record keeping for personal use and rules of racing compliance
  - vaccine and parasite control programs
  - veterinary or specialist advice and assistance
  - kennel and yard cleanliness
- risk control measures:
  - controlling insects or rodents
  - disinfection and hygiene measures
  - emergency care procedures
  - faeces and waste disposal
  - fire drills
  - health programs
  - isolation or quarantine of sick or new greyhounds
  - monitoring movement of greyhounds
- staff management:
  - access to and administration of treatments
  - communication procedures

## RANGE STATEMENT

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***Suitable and approved premises*** will require:

- emergency drills.
- access to and exit from kennels that can accommodate emergency situations
- accommodation suitable for a mix of sexes to cater for dominant and submissive behaviours
- all areas free from sharp or dangerous protrusions
- kennels of appropriate size, sited according to prevalent climatic conditions and adequately ventilated
- kennel size, construction materials and security comply with industry standards and rules of racing.

***Rules of racing and other regulations*** may include:

- Australian rules of racing and local rules of racing of the state or territory regulatory racing body, including kennel establishment:
  - building structure and maintenance
  - cleanliness and hygiene
  - husbandry practices
  - security
- local government regulations, for example:
  - buildings
  - disposal of faeces and waste
  - noise pollution
- national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare, including:
  - operation of dog training establishments
  - operation of breeding and rearing establishments
- OHS legislation and regulations
- race club and training track regulations.
- by observing changes in normal behaviour or performance
- during daily and routine health checks
- prior to and after travelling or racing
- upon first entering kennels
- when parasite presence, illness or injury is suspected.

***Health status of individual greyhounds*** is assessed:

## RANGE STATEMENT

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- Infectious diseases*** may include:
- canine coronavirus
  - canine distemper
  - canine influenza
  - canine parvovirus
  - hepatitis
  - herpes virus
  - hydatid infection
  - kennel cough
  - leptospirosis
  - myocarditis
  - rabies.
- Vaccination programs*** will include:
- adherence to regulations relating to interstate or overseas travel
  - ensuring scheduled vaccinations are administered, including vaccines determined by the racing regulatory authority that may include:
    - distemper
    - hepatitis
    - parvovirus.
- Parasite control programs*** will include:
- scheduled regular inspections
  - identification indicators and conditions related to presence of internal or external parasites
  - management procedures for internal or external parasites, including:
    - accurate measurement of dosages
    - administering topical washes to manufacturer specifications
    - kennel cleaning and disinfection procedures to prevent transmission of external parasites from animal to animal
    - meeting and maintaining regulations related to use of pharmaceutical substances
    - using drenches or worming medications to manufacturer specifications or veterinary instructions
  - relating treatment to climatic and local conditions that may attract parasite infestation.
- Health records information*** will include:
- dates and times of:
    - application of treatments, including parasite control treatments

## RANGE STATEMENT

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|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"> <li>• arrival at kennels</li> <li>• assessing vital signs</li> <li>• illness or injury incidence</li> <li>• vaccinations</li> <li>• features of greyhound identification</li> <li>• name of greyhound</li> <li>• name of person administering treatment</li> <li>• prescribed treatments administered</li> <li>• treatment instructions</li> <li>• vital signs at rest</li> <li>• weight of greyhound.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>Need for veterinary assistance</i></b><br>may include: | <ul style="list-style-type: none"> <li>• greyhound may:             <ul style="list-style-type: none"> <li>• be insured</li> <li>• have to be treated with racing competition prohibited substance</li> <li>• have to be withdrawn from competition</li> <li>• require prescription medication</li> <li>• require stitching or specialist injury management or treatment</li> </ul> </li> <li>• illness may be:             <ul style="list-style-type: none"> <li>• contagious condition</li> <li>• notifiable disease</li> <li>• passed on to humans</li> </ul> </li> <li>• illness or injury may be:             <ul style="list-style-type: none"> <li>• life threatening or have consequences to ongoing career of greyhound</li> <li>• the result of neglect or non-compliance with duty of care.</li> </ul> </li> </ul> |
| <b><i>Treatment options</i></b> may include:                 | <ul style="list-style-type: none"> <li>• acupuncture</li> <li>• chiropractic</li> <li>• exercise, for example walking or swimming</li> <li>• hydrotherapy</li> <li>• ice and heat</li> <li>• laser</li> <li>• massage</li> <li>• pharmaceutical</li> <li>• rest</li> <li>• ultrasound.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Medication and treatments</i></b> may                  | <ul style="list-style-type: none"> <li>• applying bandages</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## RANGE STATEMENT

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include:

- balms or poultice treatment
- medications that must adhere to animal welfare guidelines and the rules of racing, including:
  - inhalants
  - injectable medications
  - oral medications
  - topical medications.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## **RGRPSG403A Plan and implement education and training of greyhounds for racing**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit of competency specifies the outcomes required to introduce and oversee greyhound husbandry and racing education practices, plan and implement training programs, and review individual greyhound performance in line with rules of racing and animal welfare principles.

This unit also requires the ability to demonstrate competence in the practical care and management of racing greyhounds and application of OHS standards in the workplace.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

#### **Application of the unit**

This unit of competency supports trainers and others in the greyhound racing industry responsible for planning and implementing the education and training of greyhounds for racing.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor



## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduce greyhounds to exercise activities.            | <ol style="list-style-type: none"> <li>1. Greyhounds are handled and educated using the <b><i>principles of learning theory</i></b> .</li> <li>2. Greyhounds are taught to lead.</li> <li>3. Greyhounds are introduced to chasing .</li> <li>4. Greyhounds are <b><i>exercised</i></b> .</li> </ol>             |
| Oversee the introduction of greyhound racing practices. | <ol style="list-style-type: none"> <li>5. Greyhound <b><i>breaking-in method</i></b> is determined and conducted.</li> <li>6. Greyhound skills, health and fitness are reviewed after breaking-in.</li> <li>7. Greyhounds are familiarised with <b><i>racing kennel activities</i></b> and routines.</li> </ol> |
| Plan and implement a                                    | <ol style="list-style-type: none"> <li>8. Stages of training program are identified.</li> </ol>                                                                                                                                                                                                                 |

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| racing training program.                                          | 9. <b>Training plans</b> for individual greyhounds are developed.<br>10. Feed and health care requirements are reviewed.                                                                                                                                                                                               |
| Evaluate greyhounds' adaptation to racing routines and equipment. | 11. Factors affecting performance are reviewed.<br>12. <b>Trackwork times and behaviour</b> are compared to trial requirements.<br>13. <b>Specialist advice</b> is sought to modify greyhound behaviour or improve physical response to training.<br>14. Future training plans are revised and <b>records</b> updated. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adapting exercise and training programs according to individual greyhound responses and specific stages of preparation
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- applying safe handling and work practices when dealing with greyhounds
- assessing greyhound condition
- assessing and responding to illnesses or injuries in greyhounds
- calming and controlling greyhounds
- communicating with kennel staff, greyhound breakers and health specialists and others using assertive communication techniques to gather and relay information related to educating and training greyhounds for racing
- dealing with emergencies
- evaluating and selecting greyhound breaking-in services
- giving and receiving instructions
- identifying behaviour traits of individual greyhounds
- identifying illnesses and injuries in greyhounds
- implementing greyhound training processes and procedures
- investigating options to improve performance, including consulting specialists
- measuring training times and evaluating results in relation to stages of education and fitness
- overseeing health services for greyhounds in training
- reading and interpreting workplace documentation, including relevant rules of

## REQUIRED SKILLS AND KNOWLEDGE

racing

- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in handling and providing education and training services in the appropriate manner
- teaching greyhounds to lead
- teaching greyhounds to chase
- written communication skills to compile and maintain greyhound education and training records and associated procedural documentation.

### Required knowledge

- communication procedures within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- common illnesses and injuries in greyhounds
- effective working relationships, including teamwork
- emergency control measures
- greyhound trial and race times
- industry terminology related to educating and training greyhounds
- principles of greyhound learning theory
- principles of planning training and racing programs for greyhounds
- racing industry animal welfare requirements
- stages of training and education of greyhounds for racing
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to planning and implementing

## EVIDENCE GUIDE

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education and training programs for racing greyhounds

- demonstration of methods used to assess performance, health and fitness status of greyhounds in different stages of training
- demonstration of procedures and timely techniques for the safe, effective and efficient implementation of education and training programs for racing greyhounds
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to greyhounds that are being educated and trained in a commercial racing kennel under the care of a licensed trainer and the required resources.

Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds currently in training
- materials and equipment relevant to assessing candidate's ability to educate and train greyhounds for racing
- safe handling areas, such as commercial kennels, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

## EVIDENCE GUIDE

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRPSG303A Determine nutritional requirements for racing greyhounds
- RGRPSG401A Relate anatomical and physiological features to the care and treatment of greyhounds
- RGRPSG402A Manage greyhound health and welfare.

### Guidance information for assessment (optional)

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to plan and implement the education and training of greyhounds for racing. Workplaces include kennels and racecourses, training tracks and public areas.

### *Principles of learning theory* may include:

- associative and non-associative learning
- classic and operant conditioning
- influence of memory
- motivation for learning
- response to positive or negative reinforcement and punishment
- social structure of canines and status of humans

## RANGE STATEMENT

|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Greyhounds</i></b> may be introduced to chasing by:                      | <ul style="list-style-type: none"> <li>in a kennel situation</li> <li>understanding impact of a greyhound's physical characteristics and behaviour as a sight hound.</li> <li>chasing prior to breaking-in does not usually involve a mechanical race lure, other activities can be used, such as:               <ul style="list-style-type: none"> <li>learning to chase a ball, squeaky toy or other object</li> <li>learning to chase a skin or cloth dragged along the ground</li> <li>watching other greyhounds chase a lure.</li> </ul> </li> </ul> |
| <b><i>Greyhounds</i></b> may be exercised by:                                  | <ul style="list-style-type: none"> <li>exercise in this instance is before breaking-in, so aims to provide mainly free exercise for the young pup to build stamina, and soft and hard tissue modelling as well as introducing competitive play with other greyhounds of a similar age and size</li> <li>exercise may include:               <ul style="list-style-type: none"> <li>in a long run</li> <li>in a paddock</li> <li>hand walking</li> <li>in a puppy run.</li> </ul> </li> </ul>                                                              |
| <b><i>Breaking-in</i></b> may be conducted by:                                 | <ul style="list-style-type: none"> <li>greyhound's trainer</li> <li>specialist breaker who is external to the kennel, in which case the greyhound housing, care and management skills of the breaker must be assessed.</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <b><i>Breaking-in method</i></b> may include:                                  | <ul style="list-style-type: none"> <li>breaking-in skill development, including:               <ul style="list-style-type: none"> <li>teaching greyhound to box:                   <ul style="list-style-type: none"> <li>load into the box</li> <li>face the right direction</li> <li>crouch ready to run</li> </ul> </li> <li>teaching greyhound to chase the lure:                   <ul style="list-style-type: none"> <li>for required distance</li> <li>in the company of other greyhounds.</li> </ul> </li> </ul> </li> </ul>                      |
| <b><i>Greyhound skills, health and fitness considerations</i></b> may include: | <ul style="list-style-type: none"> <li>fitness:               <ul style="list-style-type: none"> <li>is not lame</li> <li>is willing to run and chase for an appropriate amount of time and at appropriate speeds compared to its age and</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                          |

## RANGE STATEMENT

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <p>time spent in breaking-in</p> <ul style="list-style-type: none"> <li>• passes a 3 minute body assessment</li> <li>• skills: <ul style="list-style-type: none"> <li>• continues to chase without being distracted</li> <li>• covers a suitable distance in an acceptable gait and speed</li> <li>• follows lure with appropriate interest</li> <li>• loads into the box, faces the right way and jumps within expected time frame</li> </ul> </li> <li>• health: <ul style="list-style-type: none"> <li>• body weight and condition are acceptable for a greyhound after breaking-in</li> <li>• eats up its feed and drinks appropriate amounts of water</li> <li>• eyes, ears and nose are clear of discharge</li> <li>• vaccinations, worming and other treatments are up-to-date.</li> </ul> </li> </ul> |
| <b><i>Racing kennel activities</i></b> may include: | <ul style="list-style-type: none"> <li>• accepting restraints, including being led and tied-up</li> <li>• adapting to feeding routines</li> <li>• adapting to living in kennels</li> <li>• standing for grooming, washing or rugging</li> <li>• standing and working close to other greyhounds</li> <li>• using walking machines, treadmills, pools and spas</li> <li>• wearing rug, muzzle, collar and lead.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Training plans</i></b> will include:          | <ul style="list-style-type: none"> <li>• adhering to relevant rules and regulations</li> <li>• applying principles of training greyhounds</li> <li>• considering greyhound's age versus work capabilities</li> <li>• considering optimum time frame and sequence of activities, taking into account greyhound's: <ul style="list-style-type: none"> <li>• age</li> <li>• mental attitude, including: <ul style="list-style-type: none"> <li>• behaviour</li> <li>• temperament</li> </ul> </li> <li>• race and trial experience to date</li> <li>• soundness</li> <li>• structural weaknesses</li> <li>• type, such as sprinter or stayer</li> </ul> </li> </ul>                                                                                                                                              |

## RANGE STATEMENT

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <ul style="list-style-type: none"> <li>weight</li> <li>developing training plan to incorporate: <ul style="list-style-type: none"> <li>exercise via road walking, walking machine or swimming</li> <li>galloping either freely or in exercise yards</li> <li>introducing hand slips</li> <li>straight track exercise</li> <li>circular track exercise.</li> </ul> </li> </ul>                                                                                       |
| <b>Feed and health care requirements</b> may include: | <ul style="list-style-type: none"> <li>blood tests indicate appropriate balance of electrolytes, adequate hydration and blood cell concentration</li> <li>coat is shiny</li> <li>eats up the feed provided</li> <li>eyes are bright and greyhound is alert</li> <li>faeces and urine output and quality are within normal range</li> <li>is able to complete exercise tasks</li> <li>maintains or increases weight</li> <li>toes are in sound condition.</li> </ul> |
| <b>Trackwork times and behaviour</b> may include:     | <ul style="list-style-type: none"> <li>greyhound hugs the rail, travels wide or runs mid-track</li> <li>greyhound is willing to pass others during exercise</li> <li>greyhound is willing to run close to other greyhounds</li> <li>track times are within acceptable parameters for a particular track and conditions, as well as for the age and stage of training.</li> </ul>                                                                                    |
| <b>Specialist advice</b> may include:                 | <ul style="list-style-type: none"> <li>greyhound breaker</li> <li>nutritionist</li> <li>therapist, such as: <ul style="list-style-type: none"> <li>acupuncturist</li> <li>chiropractor</li> <li>massage therapist</li> </ul> </li> <li>veterinarian.</li> </ul>                                                                                                                                                                                                     |
| <b>Records</b> will include:                          | <ul style="list-style-type: none"> <li>breeding and pedigree</li> <li>details of owners</li> <li>feeding regimes</li> <li>health maintenance</li> <li>training behaviour</li> </ul>                                                                                                                                                                                                                                                                                 |



## RANGE STATEMENT

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- training times and distances
- training and work schedule
- vaccination records
- veterinary and therapeutic treatments.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSG404A Trial and race greyhounds

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to review individual greyhound training performance, prepare and implement racing program plans, race greyhounds in accordance with the rules of racing and related protocols, review race performance and develop future race and training plans.

This unit also requires the ability to demonstrate competence in the practical care and management of racing greyhounds and application of OHS standards in the workplace.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports trainers and others in the greyhound racing industry responsible for planning and managing trialling and racing of greyhounds.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan racing schedule. | <ol style="list-style-type: none"> <li>1. Greyhounds' training performance against racing goals is reviewed.</li> <li>2. <b><i>Racing program plans</i></b> for individual greyhounds are developed.</li> <li>3. Qualifying trials for greyhounds are organised.</li> <li>4. Greyhounds are nominated for races.</li> </ol>                                                                 |
| Race greyhounds.      | <ol style="list-style-type: none"> <li>5. <b><i>Race meeting preparations</i></b> are planned and relayed to staff.</li> <li>6. Race meeting <b><i>protocols and procedures</i></b> are completed.</li> <li>7. Race meeting <b><i>officials' directions</i></b> are followed.</li> <li>8. <b><i>Greyhound owners</i></b> are advised of race meeting information and procedures.</li> </ol> |

| ELEMENT                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                            |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Review race performance. | 9. Greyhounds' <b>recovery</b> is assessed and recorded.<br>10. <b>Racing condition and performance</b> of greyhounds are assessed and recorded.<br>11. Variables that impact on performance are evaluated.<br>12. Future race and training plans are prepared. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adapting trial and racing program plans according to individual greyhound responses and specific stages of preparation
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- applying safe handling and work practices when dealing with greyhounds
- assessing greyhound condition
- assessing and responding to illnesses or injuries in greyhounds
- calming and controlling greyhounds
- communicating with stewards, racing officials, kennel staff, greyhound health and exercise specialists, and others using assertive communication techniques to gather and relay information related to trialling and racing greyhounds
- dealing with emergencies
- giving and receiving instructions
- identifying behaviour traits of individual greyhounds
- identifying possible options for improving race performance
- implementing greyhound trialling and racing processes and procedures
- presenting greyhounds in a fit and healthy condition for trials and races
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- selecting appropriate qualifying trials and races for individual greyhounds
- supporting others when handling, trialling and racing greyhounds in the appropriate manner
- written communication skills to compile and maintain greyhound records and

## REQUIRED SKILLS AND KNOWLEDGE

associated procedural documentation.

### Required knowledge

- communication procedures within kennel and wider racing industry
- common greyhound behaviour, social traits and vices
- common illnesses and injuries in greyhounds
- effective working relationships, including teamwork
- emergency control measures
- industry terminology related to trialling and racing greyhounds, including type and class of race
- principles of planning training and racing programs for greyhounds
- protocols and procedures for entering greyhounds for races
- protocols and procedures for racing greyhounds
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- roles and responsibilities of trainers, staff and officials at trials and race meetings
- rules of racing
- track features, surfaces and conditions

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to planning and managing greyhound trial and race programs.
- demonstration of procedures and timely techniques for the safe, effective and efficient implementation of trial and race programs for racing greyhounds
- working with others to undertake and complete procedures that meet required outcomes.

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## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in racing kennel and track environments.

Competency must be assessed in a racing workplace that provides access to greyhounds that are being educated and trained in a commercial racing kennel under the care of a licensed trainer and the required resources.

Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds currently in training
- commercial kennels, safe racetrack areas, race meetings and related facilities
- materials and equipment relevant to assessing candidate's ability to trial and race greyhounds
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRPSG303A Determine nutritional requirements for racing greyhounds
- RGRPSG401A Relate anatomical and physiological features to the care and treatment of greyhounds

## EVIDENCE GUIDE

### Guidance information for assessment

- RGRPSG402A Manage greyhound health and welfare
- RGRPSG403A Plan and implement education and training of greyhounds for racing.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to trial and race greyhounds. Workplaces include kennels and racecourses, training tracks and public areas.

***Greyhounds' training performance against racing goals*** may include:

- animal welfare and racing guidelines for the amount of exercise
- expected time frame to first race
- hormone control, for example:
  - sire versus bitch
- race grade that greyhound is being prepared for
- specialist advice to review fitness, including:
  - blood tests
  - other fitness tests.

***Racing program plans*** may include:

- considering recent training performance and level of greyhound health and fitness
- determining exercise and remedial work required prior to trialling or racing
- available and appropriate qualifying trials, including:
  - greyhound potential to win

## RANGE STATEMENT

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- location and distance of trial
  - quality and make up of trial field
  - class of races, including:
    - grades 1 to 5
    - aged
    - juvenile
    - maiden
    - mixed
    - non-graded
    - special event
  - external factors, including:
    - distance of races
    - race locations
    - track surfaces
    - weather conditions
  - ultimate aim for greyhound .
- Racing meeting preparations*** may include:
- arranging transportation to and from race meeting and planning departure time
  - checking greyhounds' general health and condition
  - ensuring required racing documents are available at race meeting
  - organising and briefing attendants and catchers, including:
    - routine race meeting procedures
    - safety procedures at race meeting
  - organising gear, including bedding, rug and water.
- Race meeting protocols and procedures*** will include:
- appropriate presentation of greyhounds, attendants, trainers and others at race meetings
  - arriving at race meeting in time for kennelling
  - ensuring safety of greyhounds and people
  - completing kennelling procedures
  - documentation requirements, including:
    - greyhound registration certificate
    - attendant and trainer registration
  - prior to race run procedures, including:
    - collecting greyhound from kennels and preparing



## RANGE STATEMENT

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|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | <ul style="list-style-type: none"> <li>• parading greyhound</li> <li>• starting box loading</li> <li>• post-race procedures, including: <ul style="list-style-type: none"> <li>• catching pen</li> <li>• care and welfare of greyhound</li> <li>• inquiries and appeals</li> <li>• re-kennelling</li> <li>• swabbing procedures</li> </ul> </li> <li>• post-race transportation</li> <li>• providing post-transport care for greyhounds.</li> </ul>                                                                                                                     |
| <b><i>Officials' directions likely during race meetings</i></b> will include: | <ul style="list-style-type: none"> <li>• asking for greyhound or attendant documentation</li> <li>• directing greyhound kennelling procedures</li> <li>• instructing patrons in case of an emergency</li> <li>• instructing trainer to present greyhound for swabbing</li> <li>• instructing trainer to present for an inquiry</li> <li>• questioning on any aspect of conduct of race meeting</li> <li>• questioning trainer on health or injury status of greyhound</li> <li>• instructing attendants during kennelling, pre and post-race run procedures.</li> </ul> |
| <b><i>Information required by greyhound owners</i></b> includes:              | <ul style="list-style-type: none"> <li>• prospects of greyhound in race</li> <li>• protocols for addressing and complying with officials' instructions</li> <li>• required protocols and safety procedures in parading and presentation areas</li> <li>• routine procedures for conducting a race meeting</li> <li>• owner rights in an inquiry or appeal.</li> </ul>                                                                                                                                                                                                   |
| <b><i>Assessment of greyhound's recovery</i></b> will include:                | <ul style="list-style-type: none"> <li>• checking for heat or swelling after cool down</li> <li>• checking for signs of injury or soreness after race</li> <li>• monitoring greyhound's recovery rate through vital signs.</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Assessment of racing condition and performance</i></b> will include:    | <ul style="list-style-type: none"> <li>• appetite and general health and wellbeing, including: <ul style="list-style-type: none"> <li>• brightness of eyes and condition of coat</li> <li>• muscle definition</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                    |

## RANGE STATEMENT

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***Variables that impact on performance*** may include:

- recovery time after exercise
- weight of greyhound
- aerobic performance
- box draw and box manners
- quality of opposition
- sex of greyhound
- stage of preparation
- trialling and racing times.
- housing conditions for greyhound
- influence of field position
- interference
- level of fitness and wellbeing of greyhound
- manner in which race was run
- speed of race
- starting position
- temperament of greyhound
- track surface and condition
- travelling conditions for greyhound
- type of race
- weather and temperature.

***Future race and training plans are prepared*** with consideration to:

- checking greyhound's health and fitness via blood and other tests
- consulting with owners
- determining if greyhound is better suited to a different race class
- determining if training or conditioning needs to be modified, for example:
  - more or less work
  - varying type of work
- race performance during current preparation
- spelling the greyhound
- rationalising whether greyhound should continue to race.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

# RGRPSG405A Operate a greyhound racing training business

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to comply with racing regulatory authority requirements as a trainer, including acquiring and maintaining a trainer's license, keeping records and submitting documents to the racing authority; administering payment and invoicing for services; providing safe, healthy and secure facilities suitable for the preparation of greyhounds for racing that also comply with local government requirements; upholding safe operating procedures for the welfare of staff, the public and greyhounds; and conducting training operations that reflect a positive image of racing.

This unit also requires the practical care and management of racing greyhounds and application of OHS standards in the workplace.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports trainers and others in the greyhound racing industry responsible for operating a greyhound racing training business.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Determine racing business structure.

1. Rules and regulations relating to obligations and responsibilities of licensed trainers are followed.
2. Racing premises design, security and location comply with racing, local government, animal welfare and OHS requirements.
3. Options for training business structure are evaluated.

Maintain basic racing record-keeping

4. Racing registrations and licenses are organised and maintained.

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| requirements.                                                 | 5. <i>Racing documents</i> are completed.<br>6. Greyhound <b><i>kennel records</i></b> are maintained .                                                                                                                                                                                                                                                                                          |
| Establish and implement arrangements for training greyhounds. | 7. Obligations resulting from contractual arrangements are understood and met.<br>8. Expenses involved in training greyhounds are defined and costed.<br>9. Arrangements between trainer, staff, clients and contractors are negotiated, implemented and documented.<br>10. Schedule for payments of fees, invoices and accounts complies with <b><i>racing and financial requirements</i></b> . |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to responsibilities under relevant legislation and workplace practices
- checking invoices and completing payments
- communicating with racing officials, kennel staff, greyhound health specialists and others using assertive communication techniques to gather and relay information related to operating a greyhound racing training business
- complying with animal welfare policies in the care and management of greyhounds
- ensuring license and registration applications are completed, submitted and maintained
- ensuring security of medications and kennel complies with racing regulatory authority requirements
- incorporating safe work practices into all instructions and procedures
- maintaining required insurances
- maintaining staff employment and related payroll records
- maintaining taxation records
- preparing and distributing invoices
- preparing and maintaining kennel and medication records
- providing assistance to others in the workplace
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with

## REQUIRED SKILLS AND KNOWLEDGE

varying physical and mental abilities

- resolving conflict
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- animal welfare obligations
- business registration and related obligations, including taxation and insurance
- council requirements for the operation of a racing kennel
- employment conditions and recruitment options
- license and registration requirements for staff and greyhounds
- OHS obligations and racing industry safe operating procedures
- rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

---

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when operating a greyhound racing training business
- documentation related to a number and variety of racing greyhounds that are presently in training and housed in registered training facilities
- implementation of procedures and timely techniques for the safe, effective and efficient operation of a greyhound racing training business
- working with others to implement and complete procedures that meet required outcomes.

Evidence should be collected over a period of time and be focused on business activities of an establishment that trains racing greyhounds. Theoretical components can be

## EVIDENCE GUIDE

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### Context of and specific resources for assessment

assessed in a simulated situation but must be related to racing industry conditions and context.

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds currently in training
- commercial racing training establishments, and training and racetracks
- materials and equipment relevant to assessing candidate's ability to operate a greyhound racing training business
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN001A Comply with the rules of racing and related protocols
- RGRCMN401A Maintain and monitor OHS



## EVIDENCE GUIDE

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### Guidance information for assessment

- procedures and environmental work practices
- RGRPSG406A Promote and maintain business arrangements with greyhound owners.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to operate a greyhound racing training business. Workplaces include kennels and racecourses, training tracks and public areas.

### ***Obligations and responsibilities of licensed trainers*** may include:

- complying with Australian rules of racing and local rules of racing of the state or territory regulatory racing body
- complying with national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- complying with OHS legislation and regulations and environmental work practices
- confirming arrangements for collection of prize money and distribution to owners
- confirming arrangements for payment of race entry fees and track fees
- confirming owner representative
- ensuring all staff are registered or licensed
- ensuring kennel adheres to council regulations and by-laws, for example:
  - buildings

## RANGE STATEMENT

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***Options for training business structure*** may include:

- disposal of waste
- instructing staff in safe work practices
- maintaining kennel security
- providing information to racing regulatory officers.
- whether trainer need to register for goods and services tax (GST) and acquire an Australian business number (ABN) for distributing prize money
- location of training kennels, such as:
  - country
  - metropolitan
  - provincial
- operating as a sole trader, partnership or company
- staffing requirements.

***Racing registrations and licenses*** may include:

- owner-trainer
- public trainer.

***Racing documents*** will include:

- greyhounds' official racing documents
- kennel medication control information and declarations
- kennel records for individual greyhounds
- race nominations and acceptances
- race programs
- race results
- race scratching notification
- registration identification cards for trainers and attendants
- steward inquiry information and notices.

***Kennel records*** may include:

- medication records
- major injuries
- notes on feed requirements
- race and trial performances
- racing official notifications and related correspondence
- records of nominations lodged
- therapeutic treatments
- training schedules
- vaccinations
- veterinary treatments.

## RANGE STATEMENT

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***Obligations resulting from contractual arrangements*** will include:

- license obligations to comply with rules of racing
- Sale of Goods Act
- requirements to complete or provide agreed services.

***Expenses involved in training greyhounds*** may include:

- advertising
- building maintenance
- council rates
- feed, including supplements
- gear and equipment purchase, maintenance and repair
- kennel rent or mortgage expenses
- insurance
- license and registration maintenance
- medication
- office operation expenses
- race entry fees
- specialist services, including:
  - complementary therapists
  - veterinarians
- taxation obligations
- track fees
- transport and travel costs
- utilities, including:
  - power
  - telephone
  - water
- vehicle purchase and running costs
- wages and associated on-costs, including:
  - superannuation
  - workers' compensation.

***Arrangements between trainer, staff, clients and contractors*** may include:

- client:
  - decisions on when to race greyhound
  - decisions on when to retire greyhound or remove from kennels
  - decisions on who pays for greyhound expenses (flat rate all inclusive or other arrangement)
  - payment of accounts by monthly invoice or other arrangement

## RANGE STATEMENT

---

***Racing and financial requirements*** may include:

- services to be provided
- contractor:
  - confirming who has authority to order services and equipment on behalf of trainer
  - confirming whether accounts will be settled monthly or cash on delivery
  - negotiating plans of treatment or service to be provided for special situations
  - negotiating whether individual client or trainer will be billed for services provided
- staff:
  - conditions of employment, including hours and days of work
  - wages
- work duties and safe operating procedures.
- ensuring accounts are paid on time to ensure operation of kennel is safe and maintains welfare of greyhounds and staff
- meeting taxation obligations, including:
  - GST
  - income taxation
- proving to the satisfaction of the racing regulatory authority that a trainer has the financial resources to operate a racing kennel.

## Unit Sector(s)

**Unit Sector**                      Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## **RGRPSG406A Promote and maintain business arrangements with greyhound owners**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to encourage owners to race greyhounds, provide clear descriptions of the services to be provided, and ensure owners are kept informed of incidents and decisions that affect their greyhounds.

This unit also requires the practical care and management of racing greyhounds and application of OHS standards in the workplace.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

**Application of the unit** This unit of competency supports trainers and others in the greyhound racing industry authorised to train and race greyhounds.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Develop plans for attracting owners.

1. ***Market research techniques*** are employed to identify potential owners.
2. Information on ***training services*** is provided.
3. Information on kennel successes is relayed to ***relevant sources*** .
4. Opportunities to attract new owners are evaluated.

Determine services required by owners.

5. Needs of racing greyhound owners are clarified.
6. Expectations of owners are reviewed in line with rules of racing and racing protocols.
7. ***Services to be provided*** are confirmed with owners.
8. Fees and charges are provided to owners.
9. ***Contract for training*** of greyhound is completed and

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maintain communications with owners. | <p>lodge with relevant authority.</p> <p>10. <i>Training progress reports</i> are supplied to owners.</p> <p>11. Decisions on future plans for greyhounds are discussed with owners.</p> <p>12. <b><i>Race meeting arrangements</i></b> for owners are organised.</p> <p>13. Conflict resolution and negotiation skills are used to resolve <b><i>problems with owners</i></b> .</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices while supervising owners around greyhounds
- communicating with owners, staff and others using assertive communication techniques to gather and relay information related to promoting and maintaining business arrangements with greyhound owners
- identifying and recruiting potential new clients
- managing conflict and potentially difficult situations
- preparing accounts for services rendered in the preparation of greyhounds for racing
- preparing information on kennel success and performance of greyhounds for owners and media
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in owning greyhounds for racing
- written communication skills to complete workplace documentation, reports and accounts.

#### Required knowledge

- communication procedures within kennel and wider racing industry
- effective working relationships, including teamwork
- industry terminology related to handling and racing greyhounds
- racing industry animal welfare requirements



## REQUIRED SKILLS AND KNOWLEDGE

- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- rights and obligations of trainers and owners when racing greyhounds.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and processes that are to apply when promoting and maintaining business arrangements with greyhound owners
- demonstration of effective negotiation and assertiveness skills in managing owners
- preparation and application of criteria for the safe, effective and efficient maintenance of business arrangements with greyhound owners
- working with others to promote and maintain arrangements that meet required outcomes
- consistent, timely completion of promotion, maintenance and decision making processes that safely, effectively and efficiently meet required outcomes.

Evidence should be collected over a period of time and be focused on business activities of an establishment that trains racing greyhounds. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal

## EVIDENCE GUIDE

Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds currently in training
- commercial racing training establishments, and training and racetracks
- materials and equipment relevant to assessing candidate's ability to market and promote participation in racing as an owner
- racing documentation related to owning and racing greyhounds
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBSMB403A Market the small business
- BSBSMB406A Manage small business finances
- BSBSMB407A Manage a small team
- RGRPSG405A Operate a greyhound racing training business
- RGRPSG407A Select greyhounds for racing.

## EVIDENCE GUIDE

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to promote and maintain business arrangements with greyhound owners. Workplaces include kennels and racecourses, training tracks and public areas.

***Market research techniques*** may include:

- conducting surveys to identify potential clients and their expectations
- identifying racing participation demographics
- investigating amount of money invested in racing
- researching other trainer services and charges
- reviewing membership numbers
- reviewing participation and money invested in other sports.

***Training services*** may include:

- breaking in
- conditioning greyhounds for racing fitness
- educating greyhounds for race starts
- educating greyhounds to chase, work and race against other greyhounds
- preparing greyhounds for specialist events.

***Relevant sources*** may include:

- local and racing-specific media sources
- local race clubs
- greyhound racing owner groups
- past and present owners

## RANGE STATEMENT

### ***Needs of racing greyhound owners*** may include to:

- owner of bitch of winning greyhound
- own website or newsletter
- studmaster of sire of winning greyhound.
- be able to participate as owner at race meetings
- be able to visit greyhounds at trainer's kennels
- be advised if trainer wishes to rest greyhound
- be advised of greyhound illness or injury
- be advised of trial and race dates
- be advised on selecting greyhounds for racing
- be given a realistic opinion of greyhound's potential for future success
- be kept informed of greyhound's progress during education, training and racing
- be recognised and shown respect by trainer and staff
- be recognised as a valuable client by trainer
- be owner of a winning greyhound
- discuss training and racing program plans with trainer.

### ***Services to be provided*** may include:

- education and re-education of greyhound for racing
- feed and board for greyhound
- management of sick or injured greyhounds
- rehabilitation after injury
- spelling or resting
- training of greyhound for nominated racing program
- transport to and from trackwork, trials and race meetings.

### ***Contract for training of greyhound*** may cover:

- clarifying how specialist or consultant fees will be paid, for example veterinary services
- clarifying obligations of owner and trainer in relation to animal welfare legislation
- date when fees are due
- fee for services provided
- method of payment
- obligations of owner
- obligations of trainer
- provision for dissolving business arrangements
- rights of owner to make decisions on

## RANGE STATEMENT

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | <ul style="list-style-type: none"> <li>greyhound activities</li> <li>rights of trainer to make decisions on greyhound health, welfare and activities</li> <li>rights of trainer to recover debts from owner</li> <li>services to be provided.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Training progress reports</b> may include:                       | <ul style="list-style-type: none"> <li>days worked, type of work performed and any highlights or incidents</li> <li>expected trial and race plans for the coming month</li> <li>health and injury status, including updates on progress in recovery and expected prognosis for return to racing</li> <li>number of trials attended and results.</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| <b>Decisions on future plans for greyhounds</b> may include should: | <ul style="list-style-type: none"> <li>greyhound be aimed at lower or higher level races</li> <li>greyhound be assessed by specialists before further plans are made</li> <li>greyhound be moved to a different location</li> <li>greyhound be moved to a different trainer</li> <li>greyhound be rested</li> <li>owner be encouraged to stop racing this greyhound.</li> </ul>                                                                                                                                                                                                                                                                                                             |
| <b>Race meeting arrangements for owners</b> may include:            | <ul style="list-style-type: none"> <li>advising owners of race date, location, race number and time</li> <li>clarifying number of owners that can participate at race meetings if part of a syndicate or partnership</li> <li>clarifying use of mobile phones and other methods of communication on course</li> <li>clarifying what rights owners have to participate in inquiries or appeals relating to their greyhound</li> <li>ensuring owners are able to participate in prize-giving ceremonies for their greyhounds</li> <li>organising tickets or passes for owners</li> <li>outlining procedures at race meetings so owners are aware of where they can and can not go.</li> </ul> |
| <b>Problems with owners</b> may include:                            | <ul style="list-style-type: none"> <li>accounts not paid</li> <li>confusion over what services are included in base training fees</li> <li>confusion over who makes decisions on</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## RANGE STATEMENT

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- greyhound's training, racing and future plans
- fees charged appear to be high per person for members of syndicate
- no account provided
- not being acknowledged in role as owner
- not being kept informed of greyhound health, injury and racing status
- not clarifying fees prior to commencing training
- prize money not credited
- unspecified additional charges appearing on accounts.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSG407A Select greyhounds for racing

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to evaluate the conformation, temperament, pedigree, general health, performance and previous history of greyhounds to determine their suitability for racing.</p> <p>This unit also requires the ability to read and interpret pedigrees, veterinary records, race form and results; rank selection criteria; and evaluate the impact of other factors, such as training style and training location.</p> <p>This unit of competency operates in work environments of racing kennels, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                            |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports trainers and others to select greyhounds for racing.</p> <p>This unit can be contextualised for other industries while also maintaining the integrity of the unit.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                               |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Profile a greyhound.           | <ol style="list-style-type: none"> <li>1. <b><i>Characteristics</i></b> of greyhound types are identified.</li> <li>2. Features of conformation are evaluated.</li> <li>3. Race times and track records are researched.</li> <li>4. Racing program aims are determined.</li> </ol> |
| Evaluate pedigrees.            | <ol style="list-style-type: none"> <li>5. Pedigree information is interpreted.</li> <li>6. Racing breeding theories are evaluated.</li> <li>7. Features of <b><i>prominent racing lines</i></b> are identified.</li> </ol>                                                         |
| Evaluate available greyhounds. | <ol style="list-style-type: none"> <li>8. Options for racing greyhounds are identified.</li> <li>9. Health and fitness priorities are evaluated.</li> <li>10. Available greyhounds are ranked based on racing program aims, pedigree and general health.</li> </ol>                |



| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                             |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Re-evaluate greyhound's racing career. | 11. Greyhound's progress in racing program is evaluated.<br>12. Options for greyhound's future are discussed.<br>13. <b><i>Greyhound's future</i></b> is determined with consideration to animal welfare issues. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with greyhound health and exercise specialists and others using assertive communication techniques to gather and relay information related to selecting greyhounds for racing
- determining desired extent of participating in racing and how this may influence type of greyhound selected
- evaluating conformation features of nominated greyhounds
- evaluating racing breeding theories and rationalising influence of pedigree and other factors to potential performance
- evaluating potential influence of ancestors to characteristics and potential of nominated greyhounds
- identifying current popular sires
- identifying current prominent racing greyhounds
- identifying prominent racing family lines
- interpreting basic genetic terminology
- interpreting statistical racing information, including breeding performance, track times, race sectional times and winners
- listing track records for major feature races
- rationalising greyhound's future in racing, based on performance, health and injury status
- reading and interpreting racing pedigrees and breeding theories
- reading and interpreting workplace documentation, including relevant rules of racing and animal welfare regulations
- relating greyhound temperament to racing potential
- relating pedigree and conformation to potential performance in various race distances and types
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities

## REQUIRED SKILLS AND KNOWLEDGE

- written communication skills to complete workplace documentation and reports.

### Required knowledge

- basic genetic theory of inheritance of traits
- characteristics of successful greyhounds of various racing types
- common greyhound behaviour, social traits and vices
- features of healthy and fit racing greyhounds
- features of conformation of racing greyhounds
- illnesses and injuries that may impact on greyhound's potential in racing
- industry terminology related to breeding and racing greyhounds
- life span of greyhounds and likely length of racing career
- popular racing breeding theories
- racing industry animal welfare requirements
- relevant rules of racing
- role of greyhound temperament in racing potential
- statistical information related to breeding performance
- track records for prominent races
- types of pedigree layout.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and processes that are to apply when determining a greyhound's suitability for racing
- preparation and timely application of criteria for the safe, effective and efficient selection of greyhounds for racing or alternative future options
- working with others to select greyhounds for racing that meet required outcomes.

## EVIDENCE GUIDE

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Evidence should be collected over a period of time and be focused on selection and decision making processes applying to a range of greyhounds of different ages and sexes, at different stages of their racing career. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and contexts.

### **Context of and specific resources for assessment**

Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

This unit includes practical aspects as well as the research, interpretation and evaluation of data. Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- breeding or commercial racing kennels
- materials and equipment relevant to assessing candidate's ability to assess conformation, pedigree and race type features of greyhounds for racing
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector,

## EVIDENCE GUIDE

### Guidance information for assessment

workplace and job role.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to select greyhounds for racing. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

***Profiling*** a greyhound may include:

- assessment of pedigree and performance of close relatives
- conformation evaluation
- health and injury status
- performance if any of nominated greyhound.
- climate adaptability
- greyhounds that prefer to lead versus those who prefer to cover
- race greyhound types include:
  - all weather runners versus particular weather specialists
  - distance versus sprinting types
  - track direction preferences
  - track type preferences
- temperament and ability to settle into training and racing
- variations in behaviour and management requirements based on sex and age.
- balance and proportion of body

***Characteristics*** of greyhound types include:

***Features of conformation*** may

## RANGE STATEMENT

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| include:                                                      | <ul style="list-style-type: none"> <li>• conformational faults that may affect racing performance</li> <li>• front leg structural features</li> <li>• hind leg structural features</li> <li>• structural features of feet and toes.</li> </ul>                                                                                                                                                                                                                                                                    |
| <b><i>Racing program aims</i></b> may include:                | <ul style="list-style-type: none"> <li>• longer term performance in feature races</li> <li>• race class</li> <li>• race distance</li> <li>• race location, including: <ul style="list-style-type: none"> <li>• country</li> <li>• metropolitan</li> <li>• provincial.</li> </ul> </li> </ul>                                                                                                                                                                                                                      |
| <b><i>Pedigree information</i></b> may include:               | <ul style="list-style-type: none"> <li>• dam line pedigree styles</li> <li>• methods used in pedigrees to identify race performance, such as black type</li> <li>• sire line pedigree styles</li> <li>• suffix details commonly used in pedigrees for greyhounds, for example import country</li> <li>• terminology used in describing the relationship between ancestors and other relations for greyhounds.</li> </ul>                                                                                          |
| <b><i>Racing breeding theories</i></b> may include:           | <ul style="list-style-type: none"> <li>• dangers of close or inbreeding, or breeding from animals with known inherited faults</li> <li>• line breeding and outcrossing</li> <li>• influence of dam on progeny performance</li> <li>• influence of environment on performance potential</li> <li>• influence of sire on progeny performance</li> <li>• race records and statistical information.</li> </ul>                                                                                                        |
| Features of <b><i>prominent racing lines</i></b> may include: | <ul style="list-style-type: none"> <li>• consistency of type within progeny of nominated sire or dam</li> <li>• consistency of race performance of nominated sire or dam, for example producers of early winners</li> <li>• current successful dams based on: <ul style="list-style-type: none"> <li>• dam's race record</li> <li>• number of pups to race</li> <li>• number of winners to starters</li> <li>• prize money earned by progeny</li> </ul> </li> <li>• current successful sires based on:</li> </ul> |

## RANGE STATEMENT

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|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"> <li>• number of runners for winners</li> <li>• number of winners to starters</li> <li>• prize money earned by progeny</li> <li>• sire's race record</li> <li>• sale price of pups</li> <li>• race performance of related progeny within a three generation pedigree</li> <li>• reputation of dog as producer of successful brood bitches.</li> </ul>                                                                                                                                                                                                                                          |
| <b><i>Options for racing greyhounds</i></b> may include:  | <ul style="list-style-type: none"> <li>• racing as an owner-trainer</li> <li>• leasing greyhounds to race</li> <li>• syndicating greyhounds to race</li> <li>• purchasing a share in a greyhound</li> <li>• purchasing a greyhound and engaging a trainer</li> <li>• selecting a greyhound with racing performance versus selecting a pup</li> <li>• breeding a greyhound to race.</li> </ul>                                                                                                                                                                                                                                    |
| <b><i>Health and fitness priorities</i></b> may include:  | <ul style="list-style-type: none"> <li>• free of inherited abnormalities that may affect performance or general health</li> <li>• respiratory soundness</li> <li>• structural soundness</li> <li>• metabolic efficiency</li> <li>• seeking specialist advice, including:               <ul style="list-style-type: none"> <li>• veterinary advice and testing, such as:                   <ul style="list-style-type: none"> <li>• blood test</li> <li>• endoscope</li> <li>• racing fitness testing</li> <li>• suitability for racing assessment</li> <li>• x-ray</li> </ul> </li> </ul> </li> <li>• trainer advice.</li> </ul> |
| <b><i>Options for greyhound's future</i></b> may include: | <ul style="list-style-type: none"> <li>• changing racing location to change:               <ul style="list-style-type: none"> <li>• climate</li> <li>• quality of competition</li> <li>• racing direction</li> </ul> </li> <li>• changing trainer</li> <li>• retiring greyhound from racing</li> <li>• selecting appropriate race distance</li> <li>• selecting appropriate race type, such as country versus metropolitan start</li> <li>• spelling greyhound.</li> </ul>                                                                                                                                                       |

## RANGE STATEMENT

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- Greyhound's future* may include:
- ensuring adequate provision is made for feed, water, shelter, exercise and companionship if greyhound is to be retired
  - euthanasing greyhound with serious injuries or poor prognosis
  - identifying potential other uses for greyhound that is retired from racing, such as:
    - companion animals
    - re-homing program
    - pets as therapy
  - leasing greyhound to other racing team
  - selling greyhound to other racing home
  - sending greyhound to stud.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH101A Catch and handle quiet horses under supervision

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to identify horses and horse behaviour; safely catch, lead and tie up a well-educated horse with docile temperament; fit common items of gear and rugs; and clean and store gear under supervision of an experienced person competent in horse handling skills.

The term well-educated horse' refers to an animal that has undergone sufficient training to ensure that it behaves in a safe, tractable and manageable way when being handled, even by inexperienced personnel.

It is recommended that RGRCMN201A Follow OHS procedures and observe environmental work practices be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of stables, yards and paddocks.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Application of the Unit

#### Application of the unit

This unit of competency supports new workers and others in the various horse industries who are required to identify, catch and handle horses safely while working under supervision.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Use general horse industry terminology.

1. Points of the horse, external body parts and features are identified by name and location.
2. Horses are described using common horse industry expressions .

Safely catch and handle horses.

3. Appropriate ***catching and handling gear*** is identified and prepared for use.
4. Horse ***behaviour signals*** are interpreted prior to approaching horses.

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                    |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------|
| Fit and remove rugs to and from horses. | 5. Horses are approached and caught .                                                                   |
|                                         | 6. Horses are <b>lead and controlled</b> within stables, yards and paddocks.                            |
|                                         | 7. Horses are <b>tied up</b> or released safely.                                                        |
| Fit and remove rugs to and from horses. | 8. <b>Rugs</b> are correctly identified for individual horses.                                          |
|                                         | 9. Correct procedures for fitting and removing rugs are completed under supervision.                    |
| Fit and maintain specified gear.        | 10. <b>Stable or paddock gear</b> is correctly identified for individual horses.                        |
|                                         | 11. Correct procedures for fitting and removing stable or paddock gear are completed under supervision. |
|                                         | 12. Exercise, stable and paddock gear is cleaned and stored appropriately.                              |
|                                         | 13. <b>Signs of wear and damage</b> to gear are reported to stable supervisor.                          |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when catching and handling horses
- catching and handling a range of quiet and well-educated horses in a variety of environments following instructions and under supervision
- cleaning and checking gear for wear and tear
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to catching and handling horses
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare policies in the handling and care of horses
- interpreting and following supervisor's instructions
- identifying common behaviour signals of horses
- identifying, selecting and correctly fitting nominated gear for catching and handling horses
- identifying, selecting and fitting common stable and paddock gear and equipment
- identifying common breeds of horses

## REQUIRED SKILLS AND KNOWLEDGE

- identifying points of the horse
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly
- supporting others in identifying, catching and handling horses in the appropriate manner
- tying up and releasing horses safely
- using common horse industry terminology.

### Required knowledge

- basic colours and markings of horses
- basic industry terminology related to handling and caring for horses
- communication procedures to seek information, advice or assistance
- common safe horse handling techniques
- points of the horse
- principles of safe work practices
- racing industry animal welfare requirements
- range of common stable and paddock horse gear
- senses and behaviour patterns of horses
- social behaviour and communication methods of horses.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to catch and handle horses safely under supervision
- implementation of procedures and timely techniques for the safe, effective and efficient catching and handling of horses under supervision

## EVIDENCE GUIDE

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- working with others to undertake and complete procedures under supervision that meet required outcomes.

Evidence should be collected over a period of time using a range of well-educated horses of different ages, sexes and temperaments, and at different stages of preparation in horse industry environments.

### Context of and specific resources for assessment

Competency may be assessed in a horse industry workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of horses
- materials and equipment relevant to assessing candidate's ability to catch and handle horses safely under supervision
- safe handling areas, such as stables or training arenas
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and

## EVIDENCE GUIDE

### Guidance information for assessment

- observe environmental work practices
- RGRPSH102A Perform basic stable duties.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to catch and handle quiet horses under supervision. Workplaces include stables, yards, training arenas, paddocks and public areas.

***Common horse industry expressions*** may include common terms used to describe:

- horse behaviour, including when horses are:
  - being handled, for example:
    - barging
    - rearing
    - striking
  - in the stable, yard or paddock, for example:
    - cast
    - cribbing
    - fence walking
    - weaving
    - wind sucking
  - sick or injured
- horse colours and markings
- horse condition and eating habits
- stable tasks, for example:
  - floating
  - hosing

## RANGE STATEMENT

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|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <ul style="list-style-type: none"> <li>• lunging</li> <li>• mucking out</li> <li>• strapping</li> <li>• tacking up.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b><i>Catching and handling gear</i></b> may include: | <ul style="list-style-type: none"> <li>• anti-rearing or other bits used for leading</li> <li>• bridle</li> <li>• double clip lead</li> <li>• halter and lead</li> <li>• head collar and lead</li> <li>• personal protective equipment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Behaviour signals</i></b> may include:          | <ul style="list-style-type: none"> <li>• communication traits of horses, including: <ul style="list-style-type: none"> <li>• body signals</li> <li>• facial expressions</li> <li>• verbal signals</li> </ul> </li> <li>• methods the horse uses to show: <ul style="list-style-type: none"> <li>• aggression</li> <li>• friendliness</li> <li>• illness</li> <li>• sexual interest or disinterest</li> <li>• sleep</li> </ul> </li> <li>• warning to keep away.</li> </ul>                                                                                                                                                                                                                                                                                                |
| Horses may be <b><i>approached and caught</i></b> by: | <ul style="list-style-type: none"> <li>• adhering to responsibilities under OHS legislation and safe workplace practices</li> <li>• adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare</li> <li>• approaching horse from near side</li> <li>• arranging gear in advance of handling</li> <li>• checking soundness of gear before approaching</li> <li>• encouraging horse to face handler</li> <li>• planning approach route and identifying safest areas for catching</li> <li>• talking to the horse</li> <li>• taking care moving around and catching horses in groups</li> <li>• using and fitting appropriate and approved gear.</li> </ul> |
| Horses are <b><i>lead and controlled</i></b> by:      | <ul style="list-style-type: none"> <li>• leading into and out of stables, yards and paddocks</li> <li>• leading person to person when approaching</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## RANGE STATEMENT

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|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <ul style="list-style-type: none"> <li>• another horse moving in opposite direction</li> <li>• leading through gates or stable doors, which are open or shut</li> <li>• maintaining appropriate length of lead to allow horse to walk freely without getting ahead or away from handler</li> <li>• never wrapping lead around any part of handler's body</li> <li>• never letting horse turn its tail to handler</li> <li>• using both hands on lead</li> <li>• using leads of suitable length</li> <li>• using suitable tone of voice to reassure or control</li> <li>• walking at near side shoulder.</li> </ul> |
| Horses are <b><i>tied up</i></b> by:                 | <ul style="list-style-type: none"> <li>• positioning horse correctly</li> <li>• using a head collar and lead</li> <li>• using baling twine</li> <li>• using a quick release knot.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b><i>Rugs</i></b> may include:                      | <ul style="list-style-type: none"> <li>• combo rugs</li> <li>• paddock or stable rugs</li> <li>• rugs with leg straps, surcingles or rollers, fillet straps or other fittings</li> <li>• sweat rugs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><i>Stable or paddock gear</i></b> may include:    | <ul style="list-style-type: none"> <li>• fly veils</li> <li>• hoods</li> <li>• miscellaneous equipment used on individual horse in stables or paddocks, including: <ul style="list-style-type: none"> <li>• collars</li> <li>• muzzles</li> <li>• wind-sucking collars</li> </ul> </li> <li>• rug rollers</li> <li>• tail bags.</li> </ul>                                                                                                                                                                                                                                                                         |
| <b><i>Signs of wear and damage</i></b> will include: | <ul style="list-style-type: none"> <li>• cracked leather or PVC</li> <li>• frayed leads, girths and surcingles</li> <li>• rusted or cracked bits, buckles and clips</li> <li>• stretched or torn holes in strapping.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services



## RGRPSH102A Perform basic stable duties

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to work with well-educated horses to clean and maintain the stable environment, feed and water horses, identify and use basic grooming equipment, and recognise signs of healthy and unhealthy horses as well as common illnesses and injuries in horses.

The term 'well-educated horse' refers to an animal that has undergone sufficient training to ensure that it behaves in a safe, tractable and manageable way when being handled, even by inexperienced personnel.

It is recommended that RGRCMN201A Follow OHS procedures and observe environmental work practices and RGRPSH101A Catch and handle quiet horses under supervision be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of stables, yards, paddocks and public areas. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

### Application of the Unit

#### Application of the unit

This unit of competency supports new workers and others in the various horse industries who are required to perform basic stable duties while working under supervision.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Perform basic stable maintenance duties.

1. ***Stable facilities*** are identified and ***maintained*** according to stable routine.
2. Stable and yard ***cleaning equipment*** is recognised.
3. ***Bedding*** is identified and ***box cleaning procedures*** are demonstrated.
4. ***Workplace hazards*** are identified and reported to stable supervisor.

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Feed and water horses.                                 | 5. <b>Common feeds</b> are identified, <b>quality</b> is assessed and <b>contaminated feed</b> is <b>reported</b> to stable supervisor.<br>6. Stable and/or yard is prepared with feed and water.<br>7. Feed is provided in a <b>safe manner</b> .                                                                                                                     |
| Apply basic grooming practices.                        | 8. Types and functions of items of <b>grooming equipment</b> are identified and applied.<br>9. Horses are tied up and groomed, according to instructions, in a safe manner.<br>10. Horses are checked for external parasites, fungi, injuries and other abnormalities and reports are made to supervisor as necessary.<br>11. Grooming equipment is cleaned after use. |
| Contribute to monitoring health and welfare of horses. | 12. <b>Principles of animal welfare</b> are known and applied when working with horses.<br>13. Signs of healthy and unhealthy horses are identified.<br>14. Signs of <b>common illnesses and injuries</b> are identified and reported.                                                                                                                                 |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when performing basic stable duties
- applying basic grooming practices to horses
- cleaning and grooming equipment
- cleaning stable facilities
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to performing basic stable duties
- completing duties in accordance with safe operating procedures and nominated time frame
- contributing to monitoring horses' health and welfare
- interpreting and following supervisor's instructions
- identifying different items of working gear and assessing their condition in terms of safe use or need for repair

## REQUIRED SKILLS AND KNOWLEDGE

- identifying different types of feed and feed quality
- identifying common illnesses and injuries
- identifying horse behaviour
- identifying stable facilities and equipment
- identifying and preventing workplace hazards
- preparing stables and yards with feed and water
- providing feed and water to horses in a safe manner
- recognising signs of a healthy or unhealthy horse
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly
- supporting others in the performance of basic stable duties.

### Required knowledge

- basic industry terminology related to performing basic stable duties
- bedding types
- behaviour patterns of horses
- common illnesses and injuries
- communication procedures to seek information, advice or assistance
- horse feeds, including contaminated feeds
- horse gear, including damaged gear
- principles of safe work practices
- racing industry animal welfare requirements
- stable facilities.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and

## EVIDENCE GUIDE

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instructions that apply when performing basic stable duties

- implementation of procedures and timely techniques for the safe, effective and efficient performance of stable duties under supervision
- working with others to undertake and complete basic stable duty procedures under supervision that meet required outcomes.

Evidence should be collected over a period of time using a range of well-educated horses of different ages, sexes and temperaments, and at different stages of preparation in horse industry environments.

### Context of and specific resources for assessment

Competency may be assessed in a horse industry workplace that provides access to the required resources or simulated environment. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of horses
- materials and equipment relevant to assessing candidate's ability to perform basic stable duties under supervision
- safe handling areas, such as stables and training arenas
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by

## EVIDENCE GUIDE

### Guidance information for assessment

supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices
- RGRPSH101A Catch and handle quiet horses under supervision.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform basic stable duties under supervision. Workplaces include stables, yards, training tracks and arenas, paddocks, and public areas.

***Stable facilities*** may include:

- arenas
- barns
- crushes
- feed rooms
- tack rooms
- paddocks
- sand rolls
- stables
- swimming facilities
- walking machines
- wash bays

## RANGE STATEMENT

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***Stable facilities*** are maintained by:

- yards.
- cleaning boxes, yards and paddocks
- cleaning gutters
- removing leaves, rubbish, feed stuffs and bedding
- raking and sweeping
- storing gear and equipment.

***Cleaning equipment*** may include:

- brooms
- dung bags or buckets
- gloves
- hydrated lime or other floor treatments
- long-pronged forks
- rakes
- shovels
- wheelbarrows.

***Bedding*** may include:

- paper
- rice hulls
- sand
- shavings
- sawdust
- straw.

***Box cleaning procedures*** may include:

- banking around the walls
- complete muck out
- dung disposal
- ensuring adequate thickness of bedding
- personal hygiene
- picking up and skipping over
- reducing dust
- removing horse from box
- removing damp bedding
- time frame for different bedding types
- topping up bedding
- using hydrated lime or other floor treatments.

***Workplace hazards*** may include:

- chemicals
- heavy loads, for example full water buckets
- horses
- machinery and equipment
- other people
- unsafe work practices.

***Common feeds and feed quality***

- feeds:

## RANGE STATEMENT

---

may include:

- barley
- chaff
- hay
- maize
- meals, including soybean and linseed
- molasses
- oats
- pellets or premixed feeds
- supplements, including vitamins and minerals
- feed quality:
  - appearance
  - smell
  - touch.

**Contaminated feed** may include:

- chemical contamination
- dust
- mould or moisture
- rodent or weevil damage.

**Contaminated feed** must be reported:

- promptly to supervisor to avoid dangers of feeding contaminated feed, including:
  - botulism
  - colic.

**Stable and/or yard** is prepared with feed and water by:

- filling hay nets
- providing fresh water
- reporting amounts of feed left over and water consumed
- removing left over feed and water
- scrubbing feed and water containers
- tipping and mixing feeds prepared by supervisor into horses' feedbins
- tying hay nets securely at appropriate height.

**Safe manner** will include:

- identifying correct horse to be fed and watered
- identifying horse behaviour
- correctly opening and closing gates or doors
- talking to the horse
- moving purposefully and carefully around horse
- requesting assistance when feeding groups of horses



## RANGE STATEMENT

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***Grooming equipment*** may include:

- safety of horse and handler.
- body brush
- bot knife
- curry comb
- dandy brush
- hoof dressing and applicator
- hoof pick
- mane comb
- rubber mitts
- scraper
- scrubbing brush
- sponge
- towel
- water bucket.

***Principles of animal welfare*** may include:

- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- understanding basic tenets of animal welfare to ensure welfare, safety and health of horses, including:
  - care and treatment
  - provision of food and water
  - shelter.

***Common illnesses and injuries*** may include:

- abrasions, cuts or wounds
- colic
- coughs or colds
- heat in limbs
- lameness
- viruses.

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

**Functional Area**                      Racing performance services

## RGRPSH201A Handle horses

### Modification History

Not Applicable

### Unit Descriptor

**Unit descriptor**

This unit of competency specifies the outcomes required to identify, and safely catch, control and handle racehorses for the purposes of training and racing.

It is recommended that RGRCMN201A Follow OHS procedures and observe environmental work practices be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

**Application of the unit**

This unit of competency supports stablehands, strappers, trainers and others authorised to handle horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Identify horses.

1. **Features** used to identify horses are evaluated.
2. Horses are identified using **industry standards**.

Safely approach, catch and lead horses.

3. **Behaviour and level of education of horses** are identified and considered prior to handling.
4. **Risks** associated with catching and leading horses are evaluated.
5. Appropriate **gear** for catching and leading horses is correctly identified and applied.

| ELEMENT                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Control horses in training and competition environments. | <ol style="list-style-type: none"> <li>6. Horses are approached and caught .</li> <li>7. Effective <b>leading techniques</b> are demonstrated.</li> <li>8. Risks associated with handling horses in <b>public areas</b> are evaluated.</li> <li>9. Safe leading, <b>holding and controlling techniques</b> are applied to horses.</li> <li>10. Safe leading and handling techniques in <b>confined spaces</b> are demonstrated.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- catching, leading and handling a range of horses in a variety of environments
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to horse handling activities
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with catching and handling horses
- identifying and correctly using different items of handling gear
- identifying features of horses using industry standards
- identifying horse behaviour, social traits and vices
- leading and handling horses in enclosed spaces
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

#### Required knowledge

- basic industry terminology related to handling horses
- basic understanding of applicable federal, state or territory legislation and regulations, and national standards and codes of practice relevant to full range of processes relating to own work role and responsibilities
- communication procedures within stable and wider racing industry

## REQUIRED SKILLS AND KNOWLEDGE

- common horse behaviour, social traits and vices
- purpose of using different items of handling gear and appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- relevant road safety rules
- reporting requirements in relation to handling horses safely.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when handling horses
- implementation of procedures and timely techniques for the safe, effective and efficient handling of horses
- working with others to undertake and complete horse handling procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards

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## EVIDENCE GUIDE

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### Method of assessment

requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to handle horses safely
- safe handling areas, such as racing stables and racetracks
- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to handle horses. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

**Features** of a horse include:

- brands
- colours
- markings
- points
- sex.

**Industry standards** are:

- standards that are used by the regulatory racing body to classify and register horses.

Identification of ***behaviour and level of education of horses*** involves:

- assessment of behaviour patterns prior to handling
- communication traits of horses, including:
  - body signals
  - non-verbal (mouth and face)
  - verbal
- education level required for safe handling and controlling
- identifying good behaviour and bad behaviour traits and vices
- understanding senses of a horse, including:
  - eyesight
  - hearing
  - smell
  - taste
  - touch
  - sixth sense.

Horse ***behaviour*** problems may include:

- bed eating
- box walking
- crib biting
- pushing or barging
- rug chewing
- weaving
- wind sucking.



## RANGE STATEMENT

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**Risks** associated with catching and leading horses may include:

- bites
- gear breakage
- horse injury
- kicks
- loose horse
- personal injury
- trampling.

Controlling **risks** associated with catching and handling horses includes:

- adhering to responsibilities under OHS legislation and workplace practices
  - adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
  - adhering to rules of training tracks and public venues
  - awareness of relevant road safety rules
  - considering variables that influence behaviour of horses, such as:
    - fences and equipment
    - other persons or animals
    - vehicles
    - wind and noise
  - contributing to development of risk control measures
  - holding horses for veterinary, farriery and other treatments
  - identifying and reporting unsafe work practices
  - identifying emergency situations
    - reporting defective gear, including:
      - cracked leather or PVC
      - frayed leads
      - rusted bits, buckles and clips
  - understanding individual horse behaviour
  - using gear or equipment that is approved by the regulatory racing body to be worn by horses when being handled in stables, public places and on training tracks
  - wearing approved personal protective equipment.
- Gear** may include:
- anti-rearing bits
  - bridles

## RANGE STATEMENT

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|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | <ul style="list-style-type: none"> <li>• double clip leads</li> <li>• head collars</li> <li>• head pieces and bits</li> <li>• hobbles</li> <li>• leads</li> <li>• leg ropes</li> <li>• single clip leads</li> <li>• twitches.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Horses may be <b><i>approached and caught</i></b> by:             | <ul style="list-style-type: none"> <li>• checking soundness of gear before approaching</li> <li>• positioning gear in advance of handling</li> <li>• talking to the horse</li> <li>• encouraging horse to face handler</li> <li>• approaching horse from near side</li> <li>• taking extra care with horses in groups</li> <li>• using and fitting appropriate and approved gear.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>Leading techniques</i></b> may include:                     | <ul style="list-style-type: none"> <li>• applying appropriate pressure should horse rear</li> <li>• allowing some slack in the lead</li> <li>• leading person to person when approaching another horse moving in opposite direction</li> <li>• leading into and out of yards</li> <li>• leading through gates or stable doors, which are open or shut</li> <li>• never leading and carrying something at the same time</li> <li>• never leading two horses at one time</li> <li>• never wrapping lead around any part of handler's body</li> <li>• never letting horse turn its tail to handler</li> <li>• talking to the horse</li> <li>• using both hands on the lead</li> <li>• using leads of suitable length</li> <li>• walking at near side shoulder.</li> </ul> |
| <b><i>Public areas</i></b> include:                               | <ul style="list-style-type: none"> <li>• bridges and roads</li> <li>• shared yards and paddocks</li> <li>• racecourses</li> <li>• stables</li> <li>• training tracks.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b><i>Holding and controlling techniques</i></b> may be required: | <ul style="list-style-type: none"> <li>• when holding and controlling horses under supervision for veterinarian, farrier or for treatment requirements, by:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## RANGE STATEMENT

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- placing horse against a wall or suitable fence
- using bits, twitches and blindfolds
- using non-mechanical aids, such as:
  - covering an eye
  - raising a leg
  - skin hold.

**Confined spaces** include:

- barriers
- crushes
- floats and horse trucks
- race stalls
- swab boxes
- swimming pools
- tie-ups
- treadmills and other walkers.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services



## RGRPSH202A Assist with transportation of horses

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to work under direction and follow instructions to safely prepare horses for road transportation; load and unload horses; monitor horse health, welfare and behaviour during transportation; and conduct post-transport procedures.

To undertake this unit the candidate will have successfully completed or be able to demonstrate safe horse handling skills and follow workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports stablehands, strappers, trainers and others authorised to assist with the transportation of horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |               |
|------------|---------------|
| RGRPSH201A | Handle horses |
|------------|---------------|

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare for loading and unloading.

1. **Basic vehicle** and **float safety c** heck is conducted and risks are identified.
2. **Equipment** required for transporting horses is organised and checked for defects.
3. Horses are **checked** and correctly **prepared** for **transport** ,in accordance with instructions and within nominated time frame.

Load and unload horses.

4. Horses to be transported are safely loaded or unloaded

| ELEMENT                               | PERFORMANCE CRITERIA                                                                               |
|---------------------------------------|----------------------------------------------------------------------------------------------------|
|                                       | in accordance with instructions.                                                                   |
|                                       | 5. Horses are positioned according to individual horse requirements and transport configurations . |
|                                       | 6. <b>Procedures</b> for dealing with difficult situations in loading and unloading are applied.   |
|                                       | 7. Difficulties in loading and unloading are referred to supervisor.                               |
| Monitor horses during transportation. | 8. Common behaviour of horses during transportation is identified.                                 |
|                                       | 9. Incidents, equipment defects or procedural problems in transportation are reported.             |
|                                       | 10. <b>Horse behaviour problems</b> in transportation are promptly reported.                       |
| Conduct post-transport procedures.    | 11. Horses are inspected and <b>illness or injury</b> is reported to supervisor.                   |
|                                       | 12. Horses are <b>cared for</b> according to supervisor's instructions.                            |
|                                       | 13. Vehicle and float are <b>checked and cleaned</b> .                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- checking and cleaning vehicle and float
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to assisting with transportation of horses
- completing duties in accordance with safe operating procedures and nominated time frame
- following instructions
- identifying horse behaviour problems
- identifying symptoms and signs of illness and injury
- identifying and correctly using different items of personal protective equipment
- identifying and correctly using different items of gear and equipment and assessing condition of same in terms of safe use and need for repair

## REQUIRED SKILLS AND KNOWLEDGE

- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- basic industry terminology related to handling horses
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- illness and injury to horses
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant road safety rules.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when assisting with the transportation of horses
- implementation of procedures and timely techniques for the safe, effective and efficient transport of horses
- working with others to undertake and complete transportation procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track



## EVIDENCE GUIDE

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### Context of and specific resources for assessment

environments.

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment, including transport vehicles relevant to assessing candidate's ability to assist with transportation of horses
- safe handling areas, such as racing stables and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women,

## EVIDENCE GUIDE

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people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assist with the transportation of horses. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

***Basic vehicle and float safety check*** may include:

- assessment of risks and hazards to people and horses
- float:
  - breach chains and dividers
  - brake lights and indicators
  - floor
  - interior lighting
  - ventilation
- vehicle:
  - brakes
  - jack and wheel brace
  - lights and indicators
  - tow bar and ball
  - tyres.

***Equipment for transporting horses*** may include:

- bandages for legs and tails
- bell boots
- bits
- head collars and leads
- hock protectors
- hoods
- knee boots
- rugs.

## RANGE STATEMENT

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***Checking and preparing horses for transport*** may include:

- horse is assessed for illness or injury
- feet are picked out
- legs and tail are protected
- rugs and hoods are used as directed
- shoes are tight.

***Transport*** may include:

- air transport
- floats
- sea transport
- trailers
- trucks.

***Horses*** may be positioned by:

- removing rearing bit or other gear before tying up
- tying up at suitable length and height using a quick release knot.

***Horse requirements*** may include:

- horse's temperament
- horses that scramble or need extra space or height
- stallions versus geldings, mares or young stock.

***Transport configurations*** may include:

- angle loading
- head to front loading
- head to rear loading
- side loading.

***Procedures for dealing with difficult situations during loading and unloading*** may include:

- aligning float correctly
- ensuring interior lighting works
- ensuring angle of ramp is as low as possible
- loading older, more experienced horses first
- placement of individual horses
- using britching rope
- using bits for greater control.

***Horse behaviour problems*** may include:

- barging
- fighting with other horses
- going down in the float
- kicking
- pawing.

***Indicators of illness or injury*** may include:

- dehydration
- diarrhoea
- elevated temperature
- head, leg or body wounds
- laminitis symptoms

## RANGE STATEMENT

### *Caring for horses* may include:

- listlessness
- shifted plates or shoes
- swelling in limbs
- travel sickness symptoms.
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare and transport of horses
- checking shoes or plates for shifting
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- cooling down horses according to weather conditions
- feeding and watering as directed
- identifying and reporting unsafe work practices
- identifying emergency situations, for example:
  - gear breakage
  - horse getting loose
- rugging as appropriate
- treating illness or injury as directed
- understanding individual horse behaviour
- wearing personal protective equipment.

### *Checking and cleaning vehicle and float* may include:

- gear and equipment are removed and stored
- manure is collected and removed to waste area
- rubber matting is cleaned or removed if wet
- vehicle and float are locked.

## Unit Sector(s)

### Unit Sector

Harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

Functional Area      Racing performance services

## RGRPSH203A Perform basic driving tasks

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to achieve basic driving skills using a well-educated horse with a docile temperament. It includes protecting the welfare of people and horses and providing post-exercise care of horses.

The term 'well-educated horse' refers to an animal that has undergone sufficient training to ensure that it behaves in a safe, tractable and manageable way when being handled, even by inexperienced personnel.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports novice harness drivers to attain basic driving skills with a range of well-educated horses.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Protect safety and welfare of people and horses.

1. Appropriate personal protective equipment is selected, worn, stored and maintained.
2. Safety instructions, including ***venue-specific requirements*** , are followed.
3. ***Potential hazards*** are identified and risks minimised .

Provide pre-exercise care of horse.

4. Horses are caught and secured following safe handling procedures.
5. Pre-exercise grooming is carried out.

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply basic driving skills.          | <ol style="list-style-type: none"> <li>6. Wear and suitability of <b>designated gear</b> are checked and fitted.</li> <li>7. Sulky is mounted and horse controlled <b>in accordance with supervisor's instructions</b> while aided by an assistant to release horse from tie-up rail.</li> <li>8. <b>Effective driving position</b> is demonstrated and maintained.</li> <li>9. <b>Aids</b> are used to control movement, speed and direction of a horse at walk and trot.</li> <li>10. Sulky is dismounted and horse is controlled while aided by an assistant to secure horse at tie-up rail.</li> <li>11. Goals to improve driving skills are discussed with supervisor.</li> </ol> |
| Provide post-exercise care of horse. | <ol style="list-style-type: none"> <li>12. Gear is removed and horse is warmed down as necessary.</li> <li>13. Post-exercise grooming is carried out.</li> <li>14. Horse is released following safe procedures.</li> <li>15. Equipment is cleaned and checked for <b>wear and breakage</b> then stored in an appropriate manner.</li> </ol>                                                                                                                                                                                                                                                                                                                                            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying aids to control speed and direction of a horse at walk and trot
- applying safe handling and work practices when dealing with horses
- applying safe basic driving skills
- communicating with employer, supervisor, co-workers and public venue employees using assertive communication techniques to gather, interpret and relay information related to performing basic driving tasks
- completing duties in accordance with safe operating procedures and nominated time frame
- following instructions
- identifying and correctly using different items of driving apparel
- identifying and correctly using different items of gear and assessing their condition in terms of safe use and need for repair



## REQUIRED SKILLS AND KNOWLEDGE

- identifying gait at which horse is working
- identifying and following venue rules
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

### Required knowledge

- aids to control the speed and direction of a horse
- basic industry terminology related to driving horses
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- relevant road safety rules.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when practising basic driving tasks
- demonstration of control of a quiet harness horse in basic driving manoeuvres in a controlled area
- implementation of procedures and timely techniques to complete basic driving tasks safely, effectively and efficiently
- working with others to undertake and complete basic

## EVIDENCE GUIDE

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driving tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of well-educated harness horses of different ages and sexes in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of well-educated harness horses
- materials and equipment relevant to assessing candidate's ability to practise basic driving skills
- safe handling and controlled driving areas, such as racing stables, and training or racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices
- RGRPSH201A Handle horses.

## EVIDENCE GUIDE

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### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform basic driving tasks. Workplaces include harness stables and racecourses, training tracks and public areas.

- Safety and welfare*** may include:
- adhering to responsibilities under OHS legislation and workplace practices
  - adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
  - adhering to rules of training arena and public venues
  - being aware of relevant road safety rules
  - considering variables that influence behaviour of horses, such as:
    - fences and equipment
    - other persons or animals
    - vehicles
    - wind and noise
  - contributing to development of risk control measures
  - following safe operating procedures
  - identifying and reporting hazards or unsafe work practices
  - identifying emergency situations, for example:

## RANGE STATEMENT

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- gear breakage
- horse fall
- horse getting loose
- understanding horse behaviour traits as they relate to practising driving tasks, for example:
  - senses
  - social behaviour
  - fight or flight response
- understanding risks associated with handling horses, including:
  - bites
  - horse injury
  - personal injury
  - trampling
- using approved gear for horses
- using approved driving aids
- wearing personal protective equipment, including approved Australian Standard helmet, clothing and footwear.

***Venue-specific requirements*** may include:

- rules and regulations of training tracks
- relevant rules of racing.

***Potential hazards*** may include:

- distracting events or behaviours caused by people with no horse sense
- distracting events or situations due to natural causes, such as wind
- driver or horse falls
- driver illness due to weather conditions or other reasons
- driver injury due to getting clothing or body parts caught in gear
- gear failure
- hazards of:
  - driving alone
  - driving horses with bad habits
  - driving inexperienced horses
  - driving too close to other horses
- horse's behaviour and possible reactions, such as:
  - horse's ability to learn and remember routines and locations, such as:

## RANGE STATEMENT

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- areas where previous incidents have occurred
- home stables
- track entry or exit points
- horse's natural instinct to:
  - rear, bite or kick if it feels threatened, excited or in pain
  - run if frightened
  - want to stay with other horses
- horse's lack of reasoning ability to rely on driver signals alone to discriminate between safe and unsafe stimuli
- horse's response to loud or unusual noise or other stimuli, including machinery and other animals
- horse injury.

***Pre-exercise care*** may include:

- checking disposition of horse
- grooming to instructions, for example:
  - brushing mane and tidying tail
  - checking legs for injury or swelling and removing mud or dirt
  - ensuring head, girth and saddle regions are free from mud and sweat
  - picking out hooves and checking shoes
- moving safely and calmly around the horse
- positioning horses in tie-up or in stable or yard for harnessing
- removing bandages or poultices
- selecting gear, checking for wear or damage and fitting as directed.

***Designated gear*** may include:

- bits, for example:
  - snaffle
  - rubber
- boots, for example:
  - scalping boot
  - shin or tendon
  - pastern boot and bell boot
- breastplate
- bridle
- crupper, for example:

## RANGE STATEMENT

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|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | <ul style="list-style-type: none"> <li>• standard</li> <li>• rubber dock</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                  | <ul style="list-style-type: none"> <li>• harness</li> <li>• saddle</li> <li>• standard overcheck or head check</li> <li>• tail tie.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Basic driving skills</b> will include:                        | <ul style="list-style-type: none"> <li>• driving horses singly or in company</li> <li>• ensuring an assistant is available to untie horse from tie-up rail after driver gets into cart and to secure horse back to tie-up rail after work</li> <li>• fitting gear for comfort and safety</li> <li>• stopping and changing direction</li> <li>• understanding and correctly using aids</li> <li>• warming up horses as instructed.</li> </ul>                                                                          |
| <b>In accordance with supervisor's instructions</b> may include: | <ul style="list-style-type: none"> <li>• getting into cart and taking control of horse before assistant releases horse from tie-up rail</li> <li>• moving off, stopping or turning as directed</li> <li>• warming up and cooling down horse</li> <li>• staying at nominated distance from other horses</li> <li>• staying at nominated speed</li> <li>• staying in nominated gait</li> <li>• maintaining control of horse when work is completed until assistant has secured horse and before dismounting.</li> </ul> |
| <b>Effective driving position</b> may include:                   | <ul style="list-style-type: none"> <li>• control of body posture</li> <li>• keeping even pressure on reins unless otherwise directed</li> <li>• placing feet in foot rests.</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| <b>Aids</b> may include:                                         | <ul style="list-style-type: none"> <li>• natural aids, including: <ul style="list-style-type: none"> <li>• hands</li> <li>• voice</li> </ul> </li> <li>• artificial aids that require experience and moderation when used, including: <ul style="list-style-type: none"> <li>• bits</li> <li>• block blinds</li> <li>• burrs</li> <li>• dolly vardons.</li> </ul> </li> </ul>                                                                                                                                         |
| <b>Horse post-exercise care</b> may include:                     | <ul style="list-style-type: none"> <li>• ensuring animal welfare principles are followed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |

## RANGE STATEMENT

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***Post-exercise grooming*** may include:

- checking horse for injury and soreness
- grooming horses
- inspecting gear and equipment for wear and breakage
- warming down horses following stable procedures.
- brushing
- cleaning hooves
- hosing
- rolling
- scraping
- sheath cleaning
- towelling.

***Signs of gear wear and breakage*** may include:

- gear slippage
- frayed reins
- perished rubber or plastic
- rubbed hair or skin
- rusted buckles and bits
- worn bit joints
- worn padding
- worn stitching.

## Unit Sector(s)

**Unit Sector**                      Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing performance services



## RGRPSH204A Prepare to drive jog work

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to achieve driving skills that prepare drivers for the specific requirements of controlling horses in trackwork, using a well-educated horse with a docile temperament. It includes protecting the welfare of people and horses.

The term 'well-educated horse' refers to an animal that has undergone sufficient training to ensure that it behaves in a safe, tractable and manageable way when being handled, even by inexperienced personnel. All references to driving skills and directions in this unit relate to beginner driver speed not trackwork speeds.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports novice harness drivers to attain jog work driving skills with a range of well-educated horses.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                             |
|------------|-----------------------------|
| RGRPSH203A | Perform basic driving tasks |
|------------|-----------------------------|

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                 |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify trackwork requirements. | <ol style="list-style-type: none"><li>1. Industry jargon relating to exercising harness horses is interpreted.</li><li>2. Trackwork speeds and distances are <b><i>measured</i></b> .</li><li>3. Trackwork instructions are verified.</li><li>4. Reasons for modifying trackworkinstructions are reviewed.</li></ol> |
| Complete warm-up and             | <ol style="list-style-type: none"><li>5. Pre-drive <b><i>safety checks</i></b> are completed.</li><li>6. Warm-up and cool-down exercises are performed.</li></ol>                                                                                                                                                    |

| ELEMENT                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                           |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| cool-down procedures.                             | 7. <b>Post-exercise activities</b> for horse and gear are performed.                                                                                                                                                                                                                           |
| Control horses before, during and after exercise. | 8. Sulky is mounted <b>safely</b> .<br>9. Horses are exercised according to <b>supervisor's instructions</b> .<br>10. Gaits of horse are recognised on and off the horse.<br>11. Sulky is dismounted safely.<br>12. <b>Strategies</b> for controlling nervous or excited horses are practised. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying aids to control speed and direction of horse at walk and jog
- adjusting driving methods according to responses of different horses
- applying safe handling and work practices when dealing with horses
- applying safe driving skills
- communicating with employer, supervisor, co-workers and public venue employees using assertive communication techniques to gather, interpret and relay information related to preparing to drive jog work
- completing duties in accordance with safe operating procedures and nominated time frame
- controlling speed and direction of harness horses
- following instructions
- identifying and correctly using different items of driving apparel
- identifying and correctly using different items of gear and assessing their condition in terms of safe use and need for repair
- identifying gait at which a horse is working
- identifying and following venue rules
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using numeracy skills to measure distance and time.

## REQUIRED SKILLS AND KNOWLEDGE

### Required knowledge

- aids to control speed and direction of a horse
- industry terminology related to driving horses at trackwork
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- relevant road safety rules.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when practising basic jog work driving tasks
- demonstration of control of quiet harness horses in basic trackwork driving manoeuvres at beginner driver speed not trackwork speeds
- implementation of procedures and timely techniques to complete basic trackwork driving tasks safely, effectively and efficiently
- working with others to undertake and complete basic driving tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of well-educated harness horses of different ages and sexes in racing stable and track environments.

## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Harness Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of well-educated harness horses
- materials and equipment relevant to assessing candidate's ability to practise basic driving skills
- safe handling and controlled driving areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Harness Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

---

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to prepare to drive jog work. Workplaces include harness stables and racecourses, training tracks and public areas.

Trackwork ***measurements*** may include:

- distances:
  - estimating distance when watching horses in action or in video
  - estimating distance while driving
  - measuring distances
  - pacing out distances
  - using distance markers
- speed:
  - counting manually
  - estimating speed by watching horses in action or on video
  - estimating speed while driving
  - using a stopwatch to measure time.

***Trackwork instructions*** may include:

- directions to maintain or change position when working with other horses
- gear to be used
- length of time, distance and speed horses are to be worked
- type of warm-up or cool-down exercise
- work speed and distance over particular track sections.

***Modifying trackwork instructions*** may include:

- reducing or stopping trackwork due to:
  - gear failure
  - horse or driver injury
  - impact of weather conditions on horse health
  - track incident or potential hazard

## RANGE STATEMENT

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|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"> <li>• track official directions</li> <li>• unsafe track conditions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Safety checks</b> may include :                        | <ul style="list-style-type: none"> <li>• fit and condition of horse tack and equipment</li> <li>• fit and condition of personal protective equipment</li> <li>• review of horse condition and behaviour</li> <li>• review of weather conditions</li> <li>• verification that exercise area is free of hazards.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Post-exercise activities</b> may include:              | <ul style="list-style-type: none"> <li>• checking gear for damage or wear</li> <li>• checking horses for injury</li> <li>• cleaning gear and returning it to storage area</li> <li>• completing stable records for exercise and horse health or injury status</li> <li>• hosing and grooming horses</li> <li>• reporting injuries or damaged gear to supervisor.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Safely</b> mounting and dismounting sulky may include: | <ul style="list-style-type: none"> <li>• ensuring area is clear of hazards and obstacles prior to mounting or dismounting</li> <li>• mounting:             <ul style="list-style-type: none"> <li>• practising with assistant releasing horse from tie-up once driver is mounted</li> <li>• practising with assistant holding horse's head while driver mounts</li> <li>• practising mounting while driver controls horse in confined area</li> <li>• practising mounting while driver controls horse in open area</li> </ul> </li> <li>• dismounting:             <ul style="list-style-type: none"> <li>• practising dismounting while assistant holds horse</li> <li>• practising dismounting while driver controls horse in confined area</li> <li>• practising dismounting while driver controls horse in open area.</li> </ul> </li> </ul> |
| <b>Supervisor's instructions</b> may include:             | <ul style="list-style-type: none"> <li>• all driving skills and directions will relate to beginner driver speed not trackwork speeds</li> <li>• cantering horses at controlled speed in controlled area</li> <li>• driving horse in pace or trot:             <ul style="list-style-type: none"> <li>• alone:                 <ul style="list-style-type: none"> <li>• controlling position of horse on track,</li> </ul> </li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |

## RANGE STATEMENT

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close to marker poles or set distance off markers

- maintaining nominated controlled speed
- working with others:
  - changing position on track relative to other horses
  - maintaining position relative to other horses throughout exercise at controlled speed
  - moving back behind other horses at controlled speed
  - overtaking other horses at controlled speed.

**Strategies** may include:

- complying with road rules and track rules
- planning ahead to avoid potential hazards, such as:
  - avoiding driving too close to obstacles or other horses
  - being aware of location of track or exercise area entrance and exit points
  - maintaining control when horses get their tails over reins
  - making suitable corrections to maintain control when horses:
    - bolt
    - buck
    - jump shadows
    - kick
    - pig root
    - stumble
    - shy
  - negotiating public roads and traffic
  - paying attention to location and behaviours of other drivers and horses
  - slowing down in good time
  - watching for unusual obstacles or hazards, damaged equipment or other distractions
  - watching out for track staff, members of the public and other animals
- using assertive rein pressure to encourage horse to follow directions



## RANGE STATEMENT

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- using corrective aids, such as:
  - bits
  - boots
  - burrs
  - ear plugs
  - head checks
  - hobbles
  - martingales
- using rein pressure to control speed and direction
- using voice to calm or reassure horse.

## Unit Sector(s)

**Unit Sector**                      Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing performance services

## RGRPSH205A Perform basic riding tasks

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to achieve basic riding skills using a well-educated horse with a docile temperament and includes protecting the welfare of people and horses and providing post-exercise care of horses.

The term 'well-educated horse' refers to an animal that has undergone sufficient training to ensure that it behaves in a safe, tractable and manageable way when being handled and ridden, even by inexperienced personnel.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports novice riders to attain basic riding skills with a range of well-educated horses.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Protect the safety and welfare of people and horses. | <ol style="list-style-type: none"><li>1. Appropriate personal protective equipment is selected, worn, stored and maintained.</li><li>2. Fit, wear and suitability of gear are checked.</li><li>3. Safety instructions, including <b>venue-specific</b> requirements, are followed.</li><li>4. <b>Potential hazards</b> are identified and risks minimised.</li></ol> |
| Provide pre-exercise                                 | <ol style="list-style-type: none"><li>5. Horses are caught and secured following safe handling procedures.</li></ol>                                                                                                                                                                                                                                                 |

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| care of horses.                       | 6. Pre-exercise grooming is carried out.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Apply basic riding skills.            | 7. Horse is <b>warmed up</b> according to instructions.<br>8. Horse is saddled with <b>designated gear</b> .<br>9. Horse is mounted in accordance with supervisor's instructions.<br>10. <b>Aids</b> are identified and used to control <b>movement, speed and direction</b> of a horse at walk, trot and canter.<br>11. Basic riding instructions are followed.<br>12. Balanced riding position is maintained in English style saddle.<br>13. Horse is dismounted in accordance with supervisor's instructions.<br>14. Goals to improve riding skills are discussed and demonstrated with supervisor. |
| Provide post-exercise care of horses. | 15. Gear is removed and horse is warmed down as required.<br>16. Post-exercise grooming is carried out.<br>17. Horse is released following safe procedures.<br>18. Equipment is cleaned and checked for <b>wear and breakage</b> .                                                                                                                                                                                                                                                                                                                                                                     |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying aids to control speed and direction of a horse at walk, trot and canter
- applying safe handling and work practices when dealing with horses
- applying safe basic riding skills
- communicating with employer, supervisor, co-workers and public venue employees using assertive communication techniques to gather, interpret and relay information related to performing basic riding tasks
- completing duties in accordance with safe operating procedures and nominated time frame
- fitting gear
- following instructions
- grooming horses pre and post-exercise

## REQUIRED SKILLS AND KNOWLEDGE

- identifying and correctly using different items of riding apparel
- identifying and correctly using different items of gear and assessing their condition in terms of safe use and need for repair
- identifying gait at which a horse is working
- identifying and following venue rules
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- retrieving reins
- riding horses singly or in company in a controlled and supervised environment
- saddling horses
- stopping and changing direction of horse.

### Required knowledge

- aids to control speed and direction of a horse
- basic industry terminology related to riding horses
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- relevant road safety rules.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing basic

## EVIDENCE GUIDE

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riding tasks

- demonstration of control of a quiet thoroughbred horse in basic riding manoeuvres in a controlled area
- implementation of procedures and timely techniques to complete basic riding tasks safely, effectively and efficiently
- working with others to undertake and complete basic riding tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of well-educated thoroughbred horses of different ages and sexes in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of well-educated thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform basic riding skills
- safe handling and controlled riding areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

## EVIDENCE GUIDE

### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices
- RGRPSH201A Handle horses.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform basic riding tasks. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

- Safety and welfare*** may include:
- adhering to responsibilities under OHS legislation and workplace practices
  - adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
  - adhering to rules of training arena and public venues
  - being aware of relevant road safety rules as they apply to horses being led or ridden singly and in company
  - considering variables that influence behaviour of horses, such as:
    - fences and equipment
    - other persons or animals

## RANGE STATEMENT

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- vehicles
- wind and noise
- contributing to development of risk control measures
- following safe operating procedures
- identifying and reporting hazards or unsafe work practices
- identifying emergency situations, for example:
  - gear breakage
  - horse bolting
  - horse fall
  - horse getting loose
  - lack of control of horse
- understanding horse behaviour traits as they relate to practising riding tasks, for example:
  - senses
  - social behaviour
  - fight or flight response
- understanding risks associated with handling horses, including:
  - bites
  - horse injury
  - personal injury
  - trampling
- using approved gear for horses
- using approved riding aids
- wearing personal protective equipment, including approved Australian Standard helmet, clothing and footwear.

***Venue-specific requirements*** may include:

- rules of training arena
- rules and regulations of training tracks
- relevant rules of racing.

***Potential hazards*** may include:

- distracting events or behaviours caused by people with no horse sense
- distracting events or situations due to natural causes, such as wind
- rider or horse falls
- rider illness due to weather conditions or other reasons
- gear failure



## RANGE STATEMENT

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- hazards of:
  - riding alone
  - riding horses with bad habits
  - riding inexperienced horses
  - riding too close to other horses
- horse's behaviour and possible reactions, such as:
  - horse's ability to learn and remember routines and locations, such as:
    - areas where previous incidents have occurred
    - home stables
    - track entry or exit points
  - horse's natural instinct to:
    - rear, bite or kick if it feels threatened, excited or in pain
    - run if frightened
    - want to stay with other horses
  - horse's lack of reasoning ability to rely on rider signals alone to discriminate between safe and unsafe stimuli
  - horse's response to loud or unusual noise or other stimuli, including machinery and other animals
- horse injury.

***Pre-exercise care*** may include:

- checking disposition of horse
- grooming to instructions, including:
  - brushing mane and tidying tail
  - checking legs for injury or swelling and removing mud or dirt
  - ensuring head, girth and saddle regions are free from mud and sweat
  - picking out hooves and checking shoes
- moving safely and calmly around the horse
- positioning horses in tie-up or in stable or yard for saddling
- removing bandages or poultices
  - selecting gear, checking for wear or damage and fitting as directed.

***Basic riding skills*** will include:

- fitting gear for comfort and safety

## RANGE STATEMENT

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|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                        | <ul style="list-style-type: none"> <li>• riding horses singly or in company</li> <li>• retrieving reins</li> <li>• saddling horses</li> <li>• stopping and changing direction</li> <li>• understanding and correctly using aids</li> <li>• warming up horses as instructed.</li> </ul>                                                                                                                                                              |
| <b>Horses</b> are warmed up and warmed down by:                        | <ul style="list-style-type: none"> <li>• riding horse at a walk or trot</li> <li>• walking in hand</li> <li>• walking on treadmill or horse walker.</li> </ul>                                                                                                                                                                                                                                                                                      |
| <b>Designated gear</b> may include:                                    | <ul style="list-style-type: none"> <li>• bridles, including leather or plastic with snaffle bits or ring bits</li> <li>• breastplates</li> <li>• protective boots</li> <li>• rings or running martingales</li> <li>• saddles, including general purpose, stock saddle or similar with appropriate irons</li> <li>• saddlecloths and necessary packing.</li> </ul>                                                                                   |
| <b>Aids</b> may include:                                               | <ul style="list-style-type: none"> <li>• natural aids, including: <ul style="list-style-type: none"> <li>• hands</li> <li>• legs</li> <li>• seat or weight</li> <li>• voice</li> </ul> </li> <li>• artificial aids that require experience and moderation when used, including: <ul style="list-style-type: none"> <li>• whips</li> <li>• crops</li> <li>• spurs</li> <li>• martingales</li> <li>• bits and auxiliary reins.</li> </ul> </li> </ul> |
| <b>Controlling movement, speed and direction of horse</b> may include: | <ul style="list-style-type: none"> <li>• at walk, trot and canter</li> <li>• backing</li> <li>• collecting</li> <li>• correctly using aids</li> <li>• halting</li> <li>• in an enclosed arena and safe riding areas</li> <li>• singly and in company.</li> </ul>                                                                                                                                                                                    |
| <b>Basic riding instructions</b> may include:                          | <ul style="list-style-type: none"> <li>• changing diagonals</li> <li>• circles</li> <li>• figure eights</li> </ul>                                                                                                                                                                                                                                                                                                                                  |

## RANGE STATEMENT

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- |                                                            |                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Post-exercise care</i> may include:</p>              | <ul style="list-style-type: none"> <li>• leg changes</li> <li>• serpentines</li> <li>• straight tracks.</li> <li>• ensuring animal welfare principles are followed</li> <li>• checking horses for injury and soreness</li> <li>• grooming horses</li> <li>• inspecting gear and equipment for wear and breakage</li> <li>• warming down horses following stable procedures.</li> </ul> |
| <p><i>Post-exercise grooming</i> may include:</p>          | <ul style="list-style-type: none"> <li>• brushing</li> <li>• cleaning hooves</li> <li>• hosing</li> <li>• rolling</li> <li>• scraping</li> <li>• sheath cleaning</li> <li>• towelling.</li> </ul>                                                                                                                                                                                      |
| <p><i>Signs of gear wear and breakage</i> may include:</p> | <ul style="list-style-type: none"> <li>• cracked leather or PVC</li> <li>• frayed reins, girth or surcingles</li> <li>• gear slippage</li> <li>• perished rubber or plastic</li> <li>• rubbed hair or skin</li> <li>• rusted buckles and bits</li> <li>• split or cracked points</li> <li>• worn bit joints, padding or stitching.</li> </ul>                                          |

## Unit Sector(s)

**Unit Sector**                      Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRPSH206A Develop riding skills for flatwork

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to develop riding skills for flatwork using well-educated horses. It includes communicating with supervisor and co-workers, assessing hazards, protecting the welfare of people and horses, and providing post-exercise care of horses.

The term well-educated horse' refers to an animal that has undergone sufficient training to ensure that it behaves in a safe, tractable and manageable way when being handled and ridden.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses is delivered and assessed before or in conjunction with this unit of competency.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports novice riders who have attained basic riding skills to ride horses at flatwork in less controlled conditions with a range of well-educated horses.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                            |
|------------|----------------------------|
| RGRPSH205A | Perform basic riding tasks |
|------------|----------------------------|

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare to ride. | <ol style="list-style-type: none"><li>1. <b><i>Exercise instructions</i></b> are confirmed with supervisor.</li><li>2. Designated <b><i>exercise areas</i></b> are confirmed as free from <b><i>hazards and obstacles</i></b> .</li><li>3. <b><i>Gear</i></b> selected for flatwork is in good working condition.</li><li>4. Horse is <b><i>prepared for exercise</i></b> and gear is checked</li></ol> |

| ELEMENT                                                                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   | before mounting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Ride and control horse with consideration for safety of horse, rider and other horses and riders in the vicinity. | <ol style="list-style-type: none"> <li>5. Horse is ridden alone and in pairs at varying paces using aids appropriate to its training.</li> <li>6. Horse is kept under control at walk, trot and canter.</li> <li>7. When riding in company, horses are ridden within <b>safe zones</b>.</li> <li>8. <b>Potential risks</b> are assessed and appropriate action is taken to reduce impact.</li> <li>9. Problems are reported and post-exercise care of horses and gear is carried out following stable procedures.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying aids to control speed and direction of a horse at walk, trot and canter
- applying safe handling and work practices when working with horses
- applying safe riding skills
- assessing hazards and obstacles related to horse exercise areas
- being aware of relevant road safety rules
- communicating with employer, supervisor, co-workers and public venue employees using assertive communication techniques to gather, interpret and relay information related to developing flatwork riding skills
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with safe zones when riding horses
- fitting horse gear and riding apparel
- following instructions
- identifying and correctly using different items of gear and assessing their condition in terms of safe use
- identifying gait at which a horse is working
- identifying and following exercise area rules and regulations
- maintaining riding etiquette
- preparing horses for exercise and providing post-exercise care to horses
- reading and interpreting workplace documentation, including relevant rules of racing

## REQUIRED SKILLS AND KNOWLEDGE

- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- riding horses singly and in company
- working safely with other stable employees.

### Required knowledge

- aids to control speed and direction of a horse
- communication procedures within stable and wider racing industry
- gear and equipment
- paces of horses
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- riding etiquette
- road and track rules
- safe zones for riding.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when developing riding skills for flatwork
- demonstration of flatwork riding skills under controlled conditions
- implementation of procedures and timely techniques to complete riding skills for flatwork safely, effectively and efficiently
- working with others to undertake and complete



## EVIDENCE GUIDE

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>flatwork riding skills that meet required outcomes.</p> <ul style="list-style-type: none"> <li>Evidence should be collected over a period of time using a range of well-educated thoroughbred horses of different ages and sexes in racing stable and track environments.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context of and specific resources for assessment</b> | <p>Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.</p> <p>Assessment of the practical components of this unit will be by observation of relevant skills.</p> <p>The following resources must be available:</p> <ul style="list-style-type: none"> <li>a variety of well-educated thoroughbred horses</li> <li>materials and equipment relevant to assessing candidate's ability to perform flatwork riding skills</li> <li>safe handling and controlled riding areas, such as racing stables, and training and racetracks</li> <li>work instructions and related documentation.</li> </ul>                                          |
| <b>Method of assessment</b>                             | <p>Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.</p> <p>The suggested strategies for the assessment of this unit are:</p> <ul style="list-style-type: none"> <li>written and/or oral assessment of candidate's required knowledge</li> <li>observed and firsthand testimonial evidence of candidate's application of practical tasks</li> <li>simulation exercises conducted in a State Principal Racing Authority approved simulated environment.</li> </ul> <p>Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>RGRCMN201A Follow OHS procedures and observe environmental work practices</li> </ul> |

## EVIDENCE GUIDE

### Guidance information for assessment

- RGRPSH201A Handle horses.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to develop riding skills for flatwork. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

***Exercise instructions*** may include:

- duration of exercise
- exercise venue
- instructions received by phone or email
- pace
- specific gear or equipment to be used.

***Exercise areas*** may include:

- bull rings
- bush trails
- designated slow exercise areas at racecourses
- paddocks
- private roads at racecourses
- private tracks
- rules and regulations of exercise area.

***Hazards and obstacles*** may include:

- broken rails, fences or gates
- creeks and waterholes
- dusty or eroded tracks
- horses
- machinery
- rabbit holes
- slippery or muddy surfaces

## RANGE STATEMENT

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|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"> <li>• stray animals, including native animals</li> <li>• vehicles.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><i>Gear selected</i></b> will include:        | <ul style="list-style-type: none"> <li>• horse gear:             <ul style="list-style-type: none"> <li>• approved gear</li> <li>• bridles, including leather or plastic with snaffle bits or ring bits</li> <li>• breastplates</li> <li>• double clip leads</li> <li>• protective boots</li> <li>• reflector strips if exercised before light</li> <li>• rings or running martingales</li> <li>• saddles, including exercise pad or general purpose</li> <li>• saddlecloths and necessary packing</li> </ul> </li> <li>• rider gear:             <ul style="list-style-type: none"> <li>• approved Australian Standard helmet, clothing and footwear</li> <li>• reflector strips if riding before light.</li> </ul> </li> </ul> |
| <b><i>Horse</i></b> is prepared for exercise by: | <ul style="list-style-type: none"> <li>• grooming</li> <li>• requesting assistance from strapper for riding or leading exercise</li> <li>• saddling</li> <li>• warming up.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b><i>Safe zones</i></b> will include:           | <ul style="list-style-type: none"> <li>• distance from other horses:             <ul style="list-style-type: none"> <li>• when walking, maintaining two horse lengths</li> <li>• when trotting, maintaining four to six lengths</li> <li>• when cantering, maintaining 10 to 12 lengths</li> </ul> </li> <li>• identifying and keeping clear of young or intractable horses</li> <li>• techniques for slowing or manoeuvring horses seeking to encroach on space of others</li> <li>• width between riders.</li> </ul>                                                                                                                                                                                                           |
| <b><i>Potential risks</i></b> may include:       | <ul style="list-style-type: none"> <li>• gear breakage</li> <li>• loose horses</li> <li>• rider injury</li> <li>• kicks from adjacent horse.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH207A Perform stable duties

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to clean and maintain the stable environment, identify and report workplace hazards, provide feed and water to horses, groom horses and monitor basic horse health and welfare.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports stablehands, strappers, leading hands, trainers and others authorised to perform routine stable duties.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Perform stable duties and identify potential hazards.

1. Racing stable operations are complied with.
2. Boxes are cleaned and bedding is replaced in accordance with stable routine.
3. ***Stable environment*** and yards are cleaned, swept or raked.
4. ***Hazards in the workplace*** are identified and reported to nominated person.

Provide feed and water

5. Common feedstuffs are identified.

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to horses.                                  | 6. <b>Feed and water</b> are prepared and provided in accordance with stable routine.<br>7. <b>Contaminated</b> feed is identified, removed and reported.<br>8. Variations to individual eating and drinking patterns are observed and reported.<br>9. Importance of correct feed preparation and consequences of incorrect use of <b>additives</b> , such as alkalising agents, are understood. |
| Groom horses.                               | 10. Horses are <b>positioned and tied up</b> in preparation for grooming.<br>11. Horses are <b>groomed</b> according to instructions.<br>12. Horses are checked for <b>illness or injury</b> during grooming and irregularities are reported.<br>13. Grooming tools are cleaned and maintained.<br>14. Horses hooves are cleaned and dressed following stable routine.                           |
| Monitor basic health and welfare of horses. | 15. Characteristics of a healthy horse are identified.<br>16. Signs of a healthy or unhealthy horse are <b>observed</b> and reported.<br>17. Stable hygiene and quarantine practices are followed.<br>18. Horse's hooves and legs are checked for soreness, inflammation and lameness.                                                                                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- catching, leading, handling and tying up horses
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to performing stable duties
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with working around horses
- following directions

## REQUIRED SKILLS AND KNOWLEDGE

- identifying and correctly using different items of grooming gear
- identifying common horse illnesses or injuries
- identifying horse behaviour, social traits and vices
- identifying individual horses
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- basic industry terminology related to horse illnesses or injuries, feeding and grooming
- bedding materials
- characteristics of healthy horses
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- common feedstuffs
- effective working relationships, including teamwork
- feed quality
- grooming equipment
- horse feeding and drinking patterns
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- racing stable operations and reporting protocols
- relevant rules of racing
- workplace hazards, including chemicals, heavy loads, machinery, equipment, other people and horses.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and** The evidence required to demonstrate competency in this



## EVIDENCE GUIDE

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### evidence required to demonstrate competency in this unit

unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing stable duties
- implementation of procedures and timely techniques for the safe, effective and efficient application of stable duties
- working with others to undertake and complete stable duties that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform stable duties
- safe handling areas, such as racing stables and yards
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal

## EVIDENCE GUIDE

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Guidance information for assessment</b> | <p>Racing Authority approved simulated environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                            | <p>Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• RGRCMN201A Follow OHS procedures and observe environmental work practices</li> <li>• RGRPSH201A Handle horses.</li> </ul> <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p> |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform stable duties. Workplaces include harness or thoroughbred stables and racecourses, training tracks and public areas.

***Racing stable operations*** may include:

- catching and tying up horses
- cleaning boxes
- cleaning drains
- cleaning waterers, buckets and feedbins
- cleaning grooming equipment
- grooming horses
- following instructions regarding order of operations
- hosing horses

## RANGE STATEMENT

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- identifying and adapting to changes to routine in morning and afternoon shifts and when horses are racing or trialling
- moving horses from boxes to saddling bays
- preparing and providing feed and water
- picking out hooves
- replacing bedding
- rolling horses
- starting walking machines
- sweeping feed rooms
- sweeping or raking yards
- walking horses pre and post-exercise.

***Stable environment*** may include:

- barns
- boxes
- courtyards
- hosing docks
- round yards
- saddling bays
- sand rolls
- stables
- walking areas
- walking machines
- yards.

***Hazards in the workplace*** may include:

- chemicals
- heavy loads, for example bags of feed
- horses
- machinery and equipment
- other people
- unsafe work practices.

***Feed and water preparation*** will include:

- applying rules of cleanliness and hygiene
- reading feed preparation lists
- providing correct mix and quantity of feed to individual horses in line with factors that affect feeding regimes, including:
  - age and gender of horse
  - individual taste
  - level of work and racing status
  - metabolism
- reporting contaminated feed.

Feed may be ***contaminated*** due

- mould or water damage

## RANGE STATEMENT

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to:                                                            | <ul style="list-style-type: none"> <li>rodent or other spoilage.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Contaminated feed must be <b>reported</b> :                    | <ul style="list-style-type: none"> <li>promptly to nominated stable person to avoid dangers of feeding contaminated feed, including:               <ul style="list-style-type: none"> <li>botulism</li> <li>colic.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Feed <b>additives</b> may include:                             | <ul style="list-style-type: none"> <li>bicarbonate of soda</li> <li>common salt</li> <li>Epsom salts</li> <li>electrolytes</li> <li>minerals</li> <li>vitamins.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Consequences of incorrect use of <b>additives</b> may include: | <ul style="list-style-type: none"> <li>accidental introduction of banned substances through use of additives and combinations of additives</li> <li>some additives alkalise the blood level in performance horses (total carbon dioxide level [TCO<sub>2</sub>]), with alkalising agents including:               <ul style="list-style-type: none"> <li>bicarbonates</li> <li>lactates and citrates.</li> </ul> </li> </ul>                                                                                                                                                                                                                                         |
| Horses may be <b>positioned and tied up</b> :                  | <ul style="list-style-type: none"> <li>in a safe area, for example:               <ul style="list-style-type: none"> <li>box</li> <li>free from other horses and equipment, such as wheelbarrows</li> <li>saddling bay</li> <li>yard</li> </ul> </li> <li>ensuring immediate tying-up area is free from projections or rough edges which may mark the horse or catch on the head collar</li> <li>using head collar and lead</li> <li>removing bit and bridle if returning from exercise</li> <li>if cross-tied, ensuring chains are encased in rubber</li> <li>if tied to post ring, using baling twine to secure lead</li> <li>using quick release knot.</li> </ul> |
| Horses are <b>groomed</b> :                                    | <ul style="list-style-type: none"> <li>pre-exercise grooming, depending upon individual stable routine and climate, includes:               <ul style="list-style-type: none"> <li>brushing mane and tidying tail</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             |

## RANGE STATEMENT

- checking legs for injury or swelling and removing mud or dirt
- ensuring head, girth and saddle regions are free from mud and sweat
- picking out hooves and checking shoes
- post-exercise grooming, depending upon individual stable routine and climate, includes:
  - rolling horse
  - removing sand
  - hosing, for example:
    - trace high or full body, using care with head
  - scraping horse
  - towelling horse and keeping hindquarters warm
  - checking legs for injury or swelling
  - nostrils and eyes cleansed
  - dock and sheath cleansed
  - body groomed
  - brushing mane and tidying tail
  - mane pulling as required and directed
  - picking out and dressing hooves and checking shoes.

***Illness or injury*** horses may suffer include:

- back soreness
- colic
- coughs or colds
- epistaxis
- exertional rhabdomyolysis (tying up)
- shin soreness
- tendon or ligament sprains
- thrush
- viruses
- wounds, such as puncture wounds.

Signs ***observed*** indicating healthy or unhealthy horse may include:

- bleeding
- colic
- discharges
- favouring legs
- hot or cold body parts, for example:
  - ears
  - legs

## RANGE STATEMENT

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- inappetence, including fluid intake
- irregular temperature and respiration rates
- listlessness
- sweating
- swelling.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH208A Attend horses at trackwork

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to prepare horses for trackwork, perform post-exercise procedures and maintain working gear.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH207A Perform stable duties be delivered before or in conjunction with this unit of competency.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports stablehands, strappers, leading hands, trainers and others authorised to attend horses at trackwork.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare horses for trackwork.

1. Horses to be ***worked*** are verified.
2. ***Approved working gear*** is identified, selected and checked for wear.
3. Horses are safely ***handled*** according to ***rules and protocols*** specific to activity and location.
4. Horses are fitted with nominated approved gear and ***prepared for work*** .

Perform post-exercise

5. Gear is removed, ***checked, cleaned*** and stored in



| ELEMENT                | PERFORMANCE CRITERIA                                                               |
|------------------------|------------------------------------------------------------------------------------|
| procedures.            | accordance with stable procedures.                                                 |
|                        | 6. <b>Stable procedures</b> for post-work or exercise care of horses are followed. |
|                        | 7. Rugs are selected and fitted to individual horses.                              |
|                        | 8. Irregularities with horse and gear are reported.                                |
| Maintain working gear. | 9. Working gear is cleaned, checked and maintained.                                |
|                        | 10. Signs of wear and damage to gear are reported.                                 |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- attaching and releasing horses from jog vehicles (harness)
- catching, leading, handling and tying up horses
- communicating with employer, supervisor, trainer, co-workers and others using assertive communication techniques to gather and relay information related to attending horses at trackwork
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with working around horses
- fitting approved gear
- following instructions of trainer and working autonomously when necessary
- following stable procedures
- identifying and fitting rugs
- identifying and incorporating principles of horse learning into training
- identifying and reporting irregularities with horse and gear
- identifying approved gear
- maintaining working gear
- preparing horses for work
- performing post-exercise procedures
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities

## REQUIRED SKILLS AND KNOWLEDGE

- selecting gear and rugs
- storing gear.

### Required knowledge

- approved gear and rugs
- communication procedures within stable and wider racing industry
- common racehorse behaviour traits
- common horse illnesses or injuries
- effective working relationships, including teamwork
- features of horses
- industry terminology
- irregularities with horses and gear
- personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- stable procedures
- track rules and regulations.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when attending horses at trackwork
- implementation of procedures and timely techniques for safe, effective and efficient attendance of horses at trackwork
- working with others to undertake and complete duties that meet required outcomes.

## EVIDENCE GUIDE

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Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to attend horses at trackwork
- safe handling areas, such as racing stables and training or racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices

## EVIDENCE GUIDE

### Guidance information for assessment

- RGRPSH201A Handle horses
- RGRPSH207A Perform stable duties.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to attend horses at trackwork. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

Horses may be ***worked*** by:

- jogging machines or vehicles (harness)
- paddock exercise
- swimming
- trackwork, including:
  - fast work
  - slow work
- treadmills
- walking machines.

Verifying horses to be ***worked*** may include:

- asking questions
- checking worksheets against stall numbers
- identifying individual horse features.

***Approved working gear*** may include:

- gear that is approved by the state or territory regulatory racing body for use in trackwork
- general horse gear:
  - anti-rearing bits
  - bandages
  - blinkers

## RANGE STATEMENT

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- double clip leads
- floating boots
- nosebands
- pacifiers
- shadow rolls
- tongue ties
- winkers
- harness-specific gear:
  - bridles
  - bits
  - driving boots
  - head checks
  - hobbles
  - hobble shorteners
  - lugging poles
  - jog vehicles
  - pull up blinds
  - reins
  - removable deafeners
  - removable hoods
  - saddles
  - shoes
  - sulkies
- thoroughbred-specific gear:
  - breastplates
  - bridles
  - bits
  - girths
  - reins
  - rings
  - saddles
  - shoes
  - stirrup irons and leathers
  - surcingles
  - working boots.
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and

Factors to consider when horses are **handled** include:

## RANGE STATEMENT

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state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare

- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- checking for injury
- cooling horses down by walking in hand
- fitting rugs and gear
- holding horses for riders
- hosing, scraping and towelling horses
- identifying common hazards, which may include:
  - gear, machinery and equipment
  - other horses
  - other people, including employees
  - physical environment
  - unsafe work practices
- leading horses into and from tie-up
- legging up riders
- practising safe work procedures
- rolling horses
- tying up horses
- walking person to person
- warming horses up by walking in hand, or by placing on treadmill or walking machine.

***Rules and protocols*** may include:

- council regulations, for example:
  - swimming horses
- leading horses at the track with bits and double clip leads
- local track rules and regulations
- road rules, for example:
  - crossing roads leading horses
- rules of racing, including:
  - animal welfare principles
  - drugs and alcohol
  - personal protective equipment.

## RANGE STATEMENT

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Factors relevant when horses are ***prepared for work*** include:

- checking feed and water intake
- checking manure quality and quantity
- checking disposition of horse
- checking for injury
- checking gear for wear and damage
- following stable procedures
- grooming to instructions, for example:
  - brushing mane and tidying tail
  - checking legs for injury or swelling and removing mud or dirt
  - ensuring head, girth and saddle regions are free from mud and sweat
  - picking out hooves and checking shoes
- moving safely and calmly around the horse
- positioning horses in tie-up or in stable or yard for saddling
- removing bandages or poultices
- selecting and fitting gear as directed
- warming-up horses.

Procedures followed when gear is ***checked and cleaned*** may include:

- checking gear for:
  - breakage
  - gear loss on track
  - signs of wear and damage, including:
    - cracked leather or PVC
    - frayed leads, girths and surcingles
    - rusted bits, buckles and clips
    - splits and rough edges which may cause discomfort to horses
- disassembling and reassembling all tack
- infection control practices in care, cleaning and use of gear
- regular cleaning and maintenance program.

***Stable procedures*** for post-work care of horses may include:

- cooling horses down
- checking for injuries
- grooming horses
- reporting injuries
- rolling, hosing, scraping and towelling horses
- rugging horses
- walking or floating from track.

## RANGE STATEMENT

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*Irregularities with horse* may include:

- epistaxis
- exertional rhabdomyolysis (tying up)
- injury
- loose shoes
- reports from rider indicating irregularities while working, for example:
  - roaring
  - soreness
- slow recovery rate.

## Unit Sector(s)

**Unit Sector**                      Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing performance services



## RGRPSH209A Attend horses at race meetings and trials

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to prepare horses for race meetings and trials, attend race meetings and perform post-race meeting duties.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports stablehands, strappers, trainers and others authorised to strap horses for race meetings and trials.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare horses for race meeting or trial.

1. Horses are ***prepared*** prior to race meeting or trial according to instructions.
2. ***Race gear*** is selected and packed according to instructions.
3. Workplace requirements for ***personal presentation*** are followed.

Attend race meetings or trials.

4. Instructions from officials are followed.
5. ***Pre-race or pre-trial duties*** for care of horses are

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide post-race or post-trial care of horses. | <p>demonstrated.</p> <ol style="list-style-type: none"> <li>6. Horses are groomed prior to race or trial.</li> <li>7. Assistance is provided in saddling or harnessing horses.</li> <li>8. Horses are <b>paraded</b> prior to race.</li> <li>9. <b>Post-race or post-trial procedures</b> are completed according to race result.</li> <li>10. Horses are inspected for <b>injury</b> and <b>cooled-down</b> according to stable routine.</li> <li>11. Horses and gear are <b>prepared for return to stables</b> according to instructions.</li> <li>12. Horses are <b>returned to stables</b> and re-checked for post-race injury.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- assisting with saddling or harnessing process
- applying safe handling and work practices when dealing with horses
- caring for horses
- cooling down horses
- communicating with employer, supervisor, trainer, co-workers and others using assertive communication techniques to gather and relay information related to attending horses at race meetings and trials
- following instructions of trainer and working autonomously when necessary with regard to attending horses for race meetings and trials
- following stable procedures
- grooming horses
- identifying race gear
- identifying and using grooming tools
- identifying irregularities with horses
- parading horses
- preparing horses for race meetings
- performing post-race procedures
- reading and interpreting workplace documentation, including relevant rules of racing

## REQUIRED SKILLS AND KNOWLEDGE

- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting irregularities with horse or gear to trainer.

### Required knowledge

- communication procedures within stable and wider racing industry
- common racehorse behaviour traits
- common race injuries
- effective working relationships, including teamwork
- industry terminology
- irregularities with horses and gear
- personal presentation
- post-race procedures
- pre-race duties
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- race gear
- relevant rules of racing
- saddling or harnessing procedures.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when strapping horses for race meetings and trials
- implementation of procedures and timely techniques for the safe, effective and efficient attendance of horses at race meetings and trials
- working with others to undertake and complete

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## EVIDENCE GUIDE

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strapping duties that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to attend horses at race meetings and trials
- safe handling areas at racing stables, racetracks and race meetings
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices
- RGRPSH201A Handle horses.

### Guidance information for

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of

## EVIDENCE GUIDE

### assessment

particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to attend horses at race meetings and trials. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

Horses are ***prepared*** prior to race meetings by:

- checking horse for illnesses or injuries
- checking feed and water intake
- checking manure quantity and quality
- fitting floating bandages, boots and tail guards
- grooming
- mane pulling as directed
- picking out feet
- shampooing as directed
- tail trimming as directed.

***Race gear*** may include:

- anti-rearing bit and double clip lead (selected)
- bandages, elastoplast and vetwrap
- blinkers, pacifiers, tongue ties and nosebands as needed
- buckets
- colours
- cotton wool or gamgee wraps
- grooming kit
- needles, thread and tape
- race bridles
- rugs
- shampoo

## RANGE STATEMENT

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***Personal presentation*** may include:

- spare leads
- stencils for quarter marks
- sulkies
- towels.
- dress
- grooming
- jewellery
- personal behaviour.

***Instructions from officials*** will relate to:

- changing order of place in parade ring
- giving unruly horse over to clerk of course
- holding horse for identification check
- holding horse for presentation following race
- taking horse to swab box
- walking horse for inspection.

***Pre-race or pre-trial duties*** will include:

- attendance to animal welfare in stalls
- assisting in swabbing process
- preparation of horses for racing, including:
  - applying quarter marks
  - bridling at appropriate time
  - grooming
  - keeping horse calm
  - shampooing
  - taping or bandaging
  - warming up.

***Parading*** horses will include:

- adhering to safe work practices
- awareness of other horses in enclosure or birdcage
- following directions from officials
- holding horse for jockey or driver to mount
- identifying potential hazards, including:
  - horses
  - other people
  - gear and equipment
  - physical environment
  - unsafe work practices
- keeping horse calm
- listening for mount-up instructions
- leading horse onto track and unclipping lead promptly

## RANGE STATEMENT

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- maintaining safe space between horses
  - parading in numerical order
  - walking in correct direction.
- Post-race or post-trial procedures*** may include:
- assisting with swabbing
  - cooling horse down
  - holding horse for presentation or photos
  - leading horse from enclosure
  - observing semaphore for placing and meeting horse and rider in correct location
  - observing horse for signs of heat stress
  - walking horse in quiet area while presentation preparations are made.
- Injury*** may include:
- cuts and wounds
  - heel or sole injury from shifted or sprung plates
  - jarring up
  - muscle damage
  - tendon or ligament damage.
- Horses may be ***cooled down*** by:
- allowing small drinks of water
  - hosing down
  - placing towel or quarter sheet on loins
  - scraping to remove excess water
  - walking horse for up to 30 minutes.
- Horses and gear may be ***prepared for return to stables*** by:
- collecting and packing gear
  - ensuring horse is properly cooled down before being loaded for transport
  - fitting bandages and boots.
- Returned to stables*** procedures may include:
- checking again for illness, injury or distress
  - checking shoes
  - feeding and watering horse according to stable routine
  - reporting irregularities
  - rolling and hosing horse, depending upon climate
  - rubbing down
  - rugging horse
  - storing gear
  - walking horse after floating if horse is boxed.



## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH301A Implement stable operations

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to implement stable operations, and follow rules and regulations for racing, OHS standards, directions and stable procedures for reporting problems and monitoring daily operations in racing stables.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports senior stablehands, trainers and others authorised to implement stable operations.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Define job responsibilities of senior stablehands.

1. ***Obligations and responsibilities of trainers*** are identified in relation to operation of racing stable.
2. Obligations of racing employees in relation to rules and regulations of racing and OHS are followed.
3. Specific job responsibilities are complied with.

Comply with stable

4. Procedures for use and security of medications are

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| policies.                                  | <p>followed.</p> <p>5. <b>Emergency plans</b> are complied with.</p> <p>6. Procedures for reporting, managing and monitoring horses are followed.</p> <p>7. <b>Workplace conditions</b> are maintained to comply with rules of racing and OHS.</p>                                                                                       |
| Monitor daily operations in racing stable. | <p>8. Arrival of rostered staff is confirmed and duties for the day are verified.</p> <p>9. Amendments to normal routines are confirmed with trainer.</p> <p>10. Completion of gear and equipment maintenance is verified.</p> <p>11. <b>Supplies</b> are monitored and orders prepared according to stable policies and procedures.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- awareness of trainer and employee roles and responsibilities
- communicating with employer, supervisor, co-workers and feed merchants using assertive communication techniques to gather, interpret and relay information related to implementing stable operations
- completing duties in accordance with safe operating procedures and nominated time frame
- following instructions
- identifying, using and storing medications according to workplace procedures
- incorporating safe operating procedures into all instructions
- reading and interpreting workplace documentation, including relevant rules of racing
- recognising changes in condition of horses
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly
- written communication skills to complete workplace documentation and reports.

## REQUIRED SKILLS AND KNOWLEDGE

### Required knowledge

- communication procedures within stable and wider racing industry
- common horse illnesses and injuries
- emergency plans
- gear and equipment maintenance
- procedures for using medications
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- stable supplies
- stable security
- staff duties and routines
- workplace conditions.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when implementing stable operations
- implementation of procedures and timely techniques to complete stable operations safely, effectively and efficiently
- working with others to undertake and complete stable operation tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of harness or thoroughbred horses of different ages and sexes in racing stable and track environments.

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## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to implement stable operations
- safe handling areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices
- RGRPSH201A Handle horses.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities,

## EVIDENCE GUIDE

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Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).economic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to implement stable operations. Workplaces include harness or thoroughbred stables and racecourses, training tracks and public areas.

***Obligations and responsibilities of trainers*** will include:

- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- complying with rules of racing
- complying with OHS legislation and providing duty of care, covering:
  - safe plant and equipment
  - safe systems of work
  - safe premises
  - information, instructions and training
  - adequate supervision
- dealing with clients
- managing stable
- training horses.

***Obligations of racing employees*** will include:

- complying with Australian and local rules of racing
- contributing to safe work arrangements
- cooperating with employers
- following animal welfare principles
- following directions of trainers or supervisors
- following safe operating procedures.

## RANGE STATEMENT

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***Rules and regulations of racing and OHS*** will include:

- OHS, including:
  - contributing to safe work environment
  - cooperating with employer:
    - wearing prescribed safety equipment
    - obeying health and safety rules
    - notifying trainer or supervisor of potential or actual hazards
  - following directions of trainer or supervisor
- rules of racing, including:
  - drug use as related to horses and personnel
  - harassment
  - registration or identity card
  - stable security.

***Procedures for use and security of medications*** will include:

- inventory
- locked cabinets
- nominated person to use
- system of identifying horses for treatment
- rules of racing
- safe horse handling
- safe disposal of materials, including sharps and containers
- recording treatments
- material safety data sheets.

***Emergency plans*** will include:

- emergency phone numbers
- evacuation plans
- fire or flood plans
- injury to people
- injury to horses.

***Reporting, managing and monitoring horses*** will include:

- feed and water intake
- gear fit and use
- illnesses and injuries
- maintaining horse record systems
- presentation of horses at trackwork, trials and race meetings
- post-work recovery
- rugging requirements
- temperature monitoring.

***Workplace conditions*** may include:

- avoiding diseases and infections
- doing job the correct way



## RANGE STATEMENT

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***Gear and equipment maintenance*** may include:

- following track rules and regulations
- following stable procedures
- keeping work areas clean and tidy
- reporting injuries
- reporting workplace hazards
- using safe handling and lifting methods
- using the right equipment.
- checking gear inventory
- cleaning gear
- inspecting stable equipment, including:
  - rakes
  - shovels
  - wheelbarrows
- recommending purchase of new gear or equipment
- removing and reporting broken or damaged gear or equipment
- sending gear or equipment for repair.

***Supplies*** will include:

- bedding
- disinfectants
- feed and feed supplements
- gear and equipment
- grooming tools
- medications and associated veterinary items
- rugs.

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Co-requisite units

## Functional Area

|                        |                             |
|------------------------|-----------------------------|
| <b>Functional Area</b> | Racing performance services |
|------------------------|-----------------------------|

## RGRPSH302A Supervise handling of horses

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to direct, assist and oversee others to identify and safely catch, control and handle horses.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

The competencies operate in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports senior stablehands, leading hands, trainers and others authorised to oversee the safe handling of horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Direct, assist and oversee others to identify and safely catch, control and handle horses.

1. ***Instructions*** are given to others regarding catching, controlling and general handling of horses as required by stable.
2. ***Assistance*** is provided to others in identifying and handling horses.
3. ***Competence*** of other workers with regard to handling individual horses is determined.
4. Tasks are ***delegated*** according to current competence

**ELEMENT****PERFORMANCE CRITERIA**

and animal and staff welfare.

5. Use of ***different gear*** to control and handle horses is explained and demonstrated.
6. Opportunities are provided for ***practice and skill development*** for inexperienced staff.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- assessing individual's capability to perform specific tasks
- catching, leading and handling horses
- coaching and mentoring
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to horse handling activities
- completing duties in accordance with safe operating procedures and nominated time frame
- delegating tasks
- evaluating risks associated with catching and handling horses
- identifying and correctly using different items of handling gear
- identifying features of horses using industry standards
- identifying horse behaviour, social traits and vices
- incorporating safe operating procedures into all instructions
- giving, receiving and interpreting instructions
- leading and handling horses in enclosed spaces
- providing opportunities for staff to practise skills development
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities and adapting instructions, and practice and skills development opportunities to suit these varying needs
- supporting others in handling horses in the appropriate manner.

#### Required knowledge

## REQUIRED SKILLS AND KNOWLEDGE

- industry terminology related to handling horses
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- effective working relationships, including teamwork
- handling techniques for horses
- industry terminology related to handling horses and wider racing industry
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range and purpose of gear
- relevant rules of racing
- relevant road safety rules
- safe work practices when giving instructions
- staff management.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when supervising the handling of horses
- implementation of procedures and timely techniques for the safe, effective and efficient handling of horses
- working with others to undertake and complete horse handling procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to supervise handling of horses
- safe handling areas, such as racing stables and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for

Assessment methods should reflect workplace demands

## EVIDENCE GUIDE

### assessment

(e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to supervise the handling of horses. Workplaces include harness and thoroughbred racing stables and racecourses, training tracks and public areas.

**Instructions** to others may cover:

- approved gear
- individual horse behaviour
- relevant rules of racing
- road safety, including:
  - crossing roads
  - using reflective strips on rugs and vests
  - using underpasses or overpasses
- safe horse handling and leading procedures.

**Assistance** in identifying or handling horses may be provided to:

- farriers
- float drivers
- other stable employees
- swab attendants
- stewards
- trainers
- veterinarians or therapists.

**Competence** of other workers may be determined by:

- observing successful completion of graduated tasks
- questioning.

Factors to consider when tasks are

- adhering to responsibilities under OHS legislation and workplace practices



## RANGE STATEMENT

***delegated*** may include:

- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare and transport of horses
- adhering to rules of training tracks and public venues
- approved gear for horses
- assessing competence of individual workers
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- identifying potential hazards and applying risk control measures
- individual horse behaviour
- relevant road safety rules
- wearing approved personal protective equipment, including approved Australian Standard helmet, vest, clothing and footwear.

***Different gear*** may include:

- general horse gear:
  - bandages
  - blinkers
  - floating boots
  - nosebands
  - pacifiers
  - shadow rolls
  - tongue ties
  - blinkers
- harness-specific gear:
  - bits
  - bridles
  - deafeners
  - driving boots
  - hobbles
  - hobble shorteners
  - jog vehicles
  - lugging poles

## RANGE STATEMENT

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- pull up blinds
- reins
- removable deafeners
- saddles
- shoes
- sulkies
- thoroughbred-specific gear:
  - bits
  - breastplates
  - bridles
  - girths
  - reins
  - rings
  - saddles
  - shoes
  - stirrup irons and leathers
  - surcingles
  - working boots.

***Different gear*** may be used to:

- address behavioural problems
- address conformation or anatomical faults
- correct action.

***Practice and skill development***  
opportunities may include:

- graduating difficulty of tasks
- mentoring
- staff initially working with less difficult horses, for example:
  - horses returning from spelling
  - lead ponies
- training courses.

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRPSH303A Supervise transportation of horses

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to follow road use regulations and requirements, conduct vehicle and float safety checks, apply strategies for loading difficult horses, and supervise the care of horses during and after transit.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

A current driver's licence and an appropriate level of driving experience are also requirements.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports leading hands, trainers and others authorised to supervise the transportation of horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Follow road use regulations and requirements.

1. Driver's licence is correct for ***type of transport*** used.
2. ***Load capacity*** of tow vehicle and float are identified.
3. Vehicle logbooks are maintained.
4. Driving techniques are safe and adjusted for road condition .

| ELEMENT                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supervise vehicle and safety checks.                     | 5. <b>Electrical equipment</b> is inspected and is in good working order.<br>6. <b>Exterior</b> of vehicle and float are inspected for safety.<br>7. <b>Interior</b> of vehicle and float are inspected for safety.                                                                                                                                                                  |
| Supervise the loading of difficult horses.               | 8. Potential <b>loading problems</b> are identified and <b>risks</b> controlled.<br>9. Strategies for loading difficult horses are known and practised.<br>10. Alternative <b>loading techniques</b> used are safe and humane.                                                                                                                                                       |
| Supervise care of horses in transit and post-travelling. | 11. Horses' <b>health status</b> is evaluated prior to and after journey.<br>12. <b>Poor travellers</b> are identified and adjustments made.<br>13. Horses are positioned and tied correctly.<br>14. <b>Signs of stress</b> and <b>other illness indicators</b> in horses being transported are identified and managed.<br>15. Care of horses is supervised <b>post-travelling</b> . |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- conducting safety checks on vehicles and floats
- communicating with employer, co-workers and others using assertive communication techniques to gather, interpret and relay information related to supervising transportation of horses
- completing duties in accordance with safe operating procedures
- defensive driving and appropriate level of driving expertise
- identifying and using different items of personal protective equipment
- identifying horse behaviour problems
- identifying signs of stress in horses
- identifying symptoms and signs of illness or injury
- identifying types of horse transport
- operating a range of equipment and technology

## REQUIRED SKILLS AND KNOWLEDGE

- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- air and sea transportation procedures
- alternative loading techniques
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- horse health status
- horse illnesses and injuries
- load capacity of vehicles and floats
- logbooks
- purpose of using appropriate personal protective equipment
- procedures for operation and maintenance of equipment and technology
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- road safety rules and regulations regarding transport of animals
- signs of stress in horses
- vehicle safety.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- consistent timely completion of transportation procedures that safely, effectively and efficiently

## EVIDENCE GUIDE

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meet required outcomes

- knowledge of the requirements, procedures and instructions that are to apply when supervising transportation of horses and dealing with difficult loaders
- implementation of procedures and techniques for the safe, effective and efficient transport of horses
- working with others to undertake and complete transportation procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment, including transport vehicles relevant to assessing candidate's ability to supervise transportation of horses
- safe handling areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal



## EVIDENCE GUIDE

Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to supervise the transportation of horses. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

***Types of transport*** may include:

- air transport
- floats:
  - angle loaders
  - back loaders
  - double:
    - extended front

## RANGE STATEMENT

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|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <ul style="list-style-type: none"> <li>• extended height</li> <li>• goose neck</li> <li>• side loaders</li> <li>• single</li> <li>• straight end</li> <li>• sea transport</li> <li>• trucks: <ul style="list-style-type: none"> <li>• cattle trucks with dividers.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Load capacity checks</i></b> may include: | <ul style="list-style-type: none"> <li>• additional gear carried, such as bags of feed</li> <li>• brakes: <ul style="list-style-type: none"> <li>• breakaway</li> <li>• hydraulic</li> <li>• parking</li> </ul> </li> <li>• federal and state or territory road rules</li> <li>• gross and tared weight</li> <li>• load balancing</li> <li>• number of horses to be carried</li> <li>• position of single horse in double float</li> <li>• tyre suitability and pressure</li> <li>• weighbridge usage</li> <li>• weight of individual horses.</li> </ul>                                                                                                                               |
| <b><i>Driving techniques</i></b> may include:   | <ul style="list-style-type: none"> <li>• accelerating smoothly</li> <li>• adjusting to road camber</li> <li>• adjusting float brakes for simultaneous slowing with tow vehicle brakes</li> <li>• braking gradually and using gears to slow down</li> <li>• driving defensively</li> <li>• keeping vehicle centrally positioned and away from road shoulders</li> <li>• maintaining moderate speed</li> <li>• planning travelling times to minimise stress to horses on extremely hot days</li> <li>• providing rest stops for horses on long trips</li> <li>• reversing and turning vehicle and float combination</li> <li>• taking regular breaks to avoid driver fatigue.</li> </ul> |
| <b><i>Road conditions</i></b> may include:      | <ul style="list-style-type: none"> <li>• drains</li> <li>• gravel</li> <li>• ice and snow</li> <li>• plastic paint, for example white lines and zebra</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## RANGE STATEMENT

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|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <ul style="list-style-type: none"> <li>• crossings</li> <li>• rain</li> <li>• sharp corners</li> <li>• steep hills</li> <li>• urban driveways</li> <li>• worn, shiny patches on roads.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <b><i>Electrical equipment</i></b> will include:               | <ul style="list-style-type: none"> <li>• electrical sockets</li> <li>• head and tail lights</li> <li>• indicators</li> <li>• interior lights</li> <li>• wiring.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Exterior vehicle safety inspection</i></b> will include: | <ul style="list-style-type: none"> <li>• brakes</li> <li>• coupling</li> <li>• electrical sockets</li> <li>• electrical system of tow vehicle</li> <li>• hitching height</li> <li>• jack and wheel brace</li> <li>• jockey wheel</li> <li>• latches and locks</li> <li>• lights and light globes</li> <li>• loading ramp</li> <li>• oil</li> <li>• rear opening cover</li> <li>• rear view mirrors</li> <li>• safety chains</li> <li>• side door</li> <li>• stabiliser bars</li> <li>• tow bar and ball</li> <li>• tyres</li> <li>• water</li> <li>• wheels.</li> </ul> |
| <b><i>Interior vehicle safety inspection</i></b> will include: | <ul style="list-style-type: none"> <li>• chest bar</li> <li>• dividers and head partition</li> <li>• floor boards</li> <li>• floor mats</li> <li>• interior lighting</li> <li>• latches</li> <li>• padding</li> <li>• provision of absorbent floor covering</li> <li>• provision of fully maintained first aid kit</li> </ul>                                                                                                                                                                                                                                           |

## RANGE STATEMENT

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|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | <ul style="list-style-type: none"> <li>• scrambler bars</li> <li>• ventilation</li> <li>• windows.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Loading problems</b> may include:                              | <ul style="list-style-type: none"> <li>• horse barging on or off float</li> <li>• horse backing off float when loading</li> <li>• horse jumping off side of ramp</li> <li>• horse rearing</li> <li>• horse refusing to lead forward to load.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Controlling risks</b> may include:                             | <ul style="list-style-type: none"> <li>• adhering to responsibilities under OHS legislation and workplace practices</li> <li>• adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare and transport of horses</li> <li>• being aware of Australian road rules and any relevant local rules</li> <li>• considering variables that influence behaviour of horses, such as: <ul style="list-style-type: none"> <li>• fences and equipment</li> <li>• other persons or animals</li> <li>• vehicles</li> <li>• wind and noise</li> </ul> </li> <li>• contributing to development of risk control measures</li> <li>• following safe operating procedures</li> <li>• identifying and reporting unsafe work practices</li> <li>• identifying emergency situations, for example: <ul style="list-style-type: none"> <li>• gear breakage</li> <li>• horse getting loose</li> </ul> </li> <li>• understanding individual horse behaviour</li> <li>• wearing personal protective equipment.</li> </ul> |
| <b>Application of alternative loading techniques</b> may include: | <ul style="list-style-type: none"> <li>• loading from shed</li> <li>• lowering ramp</li> <li>• placing older, more experienced horse on float first</li> <li>• using bits for greater control</li> <li>• using britching ropes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Evaluation of health status</b> may include:                   | <ul style="list-style-type: none"> <li>• prior to travelling: <ul style="list-style-type: none"> <li>• assessing vital signs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## RANGE STATEMENT

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- assessing horse for illness or injury
- checking feed and water intake
- ensuring horse is hydrated
- observing manure and urine
- picking out feet and checking status of shoes
- after travelling:
  - checking brightness of eye and horse's head for injury
  - checking hooves for signs of heat
  - checking mucosal membranes inside mouth
  - checking for rubbing or abrasions on body
  - checking hydration levels by skin pinch
  - conducting capillary refill test
  - lifting hooves and checking shoes are not sprung or shifted
  - removing tail bandage and checking for evidence of diarrhoea
  - removing leg bandages or boots and checking for heat and swelling
  - taking horse's temperature
  - walking horse, observing action and listening to footfall
  - observing horse for 24 to 36 hours.

**Poor travellers** may include:

- nervous sweaters
- scramblers.

**Signs of stress** may include:

- colic
- dehydration
- diarrhoea
- elevated temperature
- increased respiration rate
- increased pulse rate
- lameness
- listlessness
- pale mucosal membranes
- slow capillary refill
- sweating at neck and girth, for example high temperature
- sweating at flanks
- uncommon individual horse behaviour.

## RANGE STATEMENT

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|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Horses may be <b><i>stressed</i></b> due to:             | <ul style="list-style-type: none"><li>• excessive dust</li><li>• excessive noise inside float from passing trucks</li><li>• high temperatures and humidity changes</li><li>• horse placed next to another horse with existing respiratory infection</li><li>• horse subject to bullying from other horses</li><li>• poor float hygiene</li><li>• poor driving techniques, for example speed and excessive braking</li><li>• poor ventilation</li><li>• slippery flooring</li><li>• tying horse's head too high and too short</li><li>• travelling horses before they cool down after strenuous exercise</li><li>• travelling horses for longer than 12 hours</li><li>• travelling without rest stops every four to six hours.</li></ul> |
| <b><i>Signs of stress</i></b> may be managed by:         | <ul style="list-style-type: none"><li>• dealing with potential illness promptly</li><li>• reporting potential illness or adverse impacts on performance to relevant personnel, for example:<ul style="list-style-type: none"><li>• trainer or owner</li><li>• race meeting stewards as required by rules of racing</li></ul></li><li>• seeking veterinary assistance as required.</li></ul>                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Other illness indicators</i></b> may include:      | <ul style="list-style-type: none"><li>• travel sickness, including:<ul style="list-style-type: none"><li>• pleuropneumonia</li><li>• chest pain</li><li>• depression</li><li>• lack of interest in feed</li><li>• painful stance, for example forelegs wide apart</li><li>• reluctance to move</li><li>• rapid but shallow respiration rate</li><li>• suppressed, painful coughs.</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Post-travelling care of horse</i></b> may include: | <ul style="list-style-type: none"><li>• checking shoes or plates for shifting</li><li>• cooling down horses according to weather conditions</li><li>• ensuring animal welfare principles are followed</li><li>• providing feed and water</li><li>• rugging as appropriate</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## RANGE STATEMENT

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- treating illness or injury.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH304A Identify factors that affect racehorse performance

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to work safely using independent judgement to recognise signs of fitness in horses, identify abnormalities, recognise problems and communicate options to improve horse performance.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports trackwork riders, senior stablehands, horse trainers, harness drivers, apprentice jockeys and others to identify the factors that affect racehorse performance.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Understand factors that affect horse movement.

1. Features of racehorse ***conformation*** are identified.
2. ***Gaits*** of racehorses are identified and described.
3. Lameness and other abnormalities are identified and reported.
4. Reasons for use of ***corrective gear*** are identified and options to improve horse performance evaluated.

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognise signs of fitness in racehorses. | <ol style="list-style-type: none"><li>5. Factors that influence speed and strength are explained.</li><li>6. Behavioural and physical indicators of fitness are identified.</li><li>7. Signs and symptoms of distress in working horses are recognised and reported.</li><li>8. Horses' post-exercise recovery is observed and reported.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when handling, and driving or riding horses
- checking signs and symptoms of distress when handling or working horses
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to identifying factors that affect racehorse performance
- completing duties in accordance with safe operating procedures and nominated time frame
- following instructions
- identifying behavioural or physical indicators of horse fitness
- identifying signs and symptoms of distress in working horses
- identifying different items of corrective gear
- identifying and describing normal and abnormal gaits
- observing and reporting horses' post-exercise recovery
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- recognising factors that influence speed and strength in racehorses
- reporting problems promptly
- taking action in a safe manner should horses suffer distress when being exercised.

#### Required knowledge

- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- corrective gear
- features of racehorse conformation
- gaits of a horse

## REQUIRED SKILLS AND KNOWLEDGE

- horse fitness indicators
- lameness in horses
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- signs and symptoms of distress in working horses.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when identifying factors that affect racehorse performance
- implementation of procedures and timely techniques to safely, effectively and efficiently complete identification of factors that affect racehorse performance
- working with others to undertake and complete tasks related to the identification of factors that affect racehorse performance that meet required outcomes.

Evidence should be collected over a period of time using a range of well-educated thoroughbred horses of different ages and sexes in racing stable and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards

## EVIDENCE GUIDE

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requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to identify factors that affect racehorse performance
- safe handling and driving or riding areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to identify factors that affect racehorse performance. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

Features of racehorse  
***conformation*** may include:

- balance and proportion
- body type
- front leg features that may impact on performance
- hind leg features that may impact on performance
- shoulder and pastern angle.

***Gaits*** of racehorse may include:

- abnormal gait:
  - brushing
  - cross firing
  - forging
  - getting down on bumpers
  - over reaching
  - plaiting
  - speedy cutting
  - stumbling
  - winging
- footfalls at each gait
- normal gait:
  - walking or trotting on loose rein towards, past or away from observer
  - cantering and galloping action.

***Lameness and other abnormalities*** will include:

- bone chips
- bone spavin
- bowed tendon
- heat or swelling in limbs
- muscle strain or sprain
- navicular disease

## RANGE STATEMENT

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|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            | <ul style="list-style-type: none"> <li>• pelvic, back and neck injuries</li> <li>• sesamoiditis</li> <li>• shin soreness</li> <li>• splints</li> <li>• stifle joint lameness</li> <li>• suspensory ligament injury</li> <li>• tendonitis.</li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b><i>Corrective gear</i></b> may include:                                 | <ul style="list-style-type: none"> <li>• approved gear, including: <ul style="list-style-type: none"> <li>• bits</li> <li>• blinkers</li> <li>• boots</li> <li>• head checks</li> <li>• hobbles</li> <li>• lugging poles</li> <li>• nosebands</li> <li>• rings</li> <li>• shadow rolls</li> <li>• shoeing techniques</li> <li>• tongue ties</li> <li>• winkers.</li> </ul> </li> </ul>                                                                                                                                                               |
| <b><i>Factors that influence speed and strength</i></b> may include:       | <ul style="list-style-type: none"> <li>• basic structure and function of muscle</li> <li>• body type, for example: <ul style="list-style-type: none"> <li>• fast twitch or slow twitch muscle fibre proportions</li> <li>• sprinter</li> <li>• stayer</li> </ul> </li> <li>• climatic conditions</li> <li>• hydration status</li> <li>• individual horse's action</li> <li>• overheating</li> <li>• track conditions and surface</li> <li>• training programs</li> <li>• turns or jumping from barriers</li> <li>• warm up and cool down.</li> </ul> |
| <b><i>Behavioural and physical indicators of fitness</i></b> will include: | <ul style="list-style-type: none"> <li>• behavioural: <ul style="list-style-type: none"> <li>• alert manner</li> <li>• good appetite</li> <li>• keen to work</li> </ul> </li> <li>• physical:</li> </ul>                                                                                                                                                                                                                                                                                                                                             |

## RANGE STATEMENT

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- bright eye
- good exercise recovery
- less or clearer sweat
- muscle development
- rib and hindquarters well-defined
- shoulders and hindquarters more bulky (sprinters)
- shiny coat
- sound action:
  - noise of uneven footfall (lameness)
  - vision of sound action
  - feel of sound action.

***Signs and symptoms of distress in working horses*** may include:

- circulatory distress:
  - bleeding
  - prolonged increased heart rate
- metabolic distress:
  - colic
  - exertional rhabdomyolysis (tying up)
  - thumps
- musculo-skeletal distress:
  - heat in limbs
  - lameness
  - reluctance to bear weight on all legs
  - swelling
  - wounds
- nervous distress:
  - colic
  - dehydration
  - diarrhoea
  - kicking
  - muscle cramps
  - overheating
  - shivering
  - twitching
  - exertional rhabdomyolysis (tying up)
- respiratory distress:
  - bleeding (lung)
  - chronic coughing

## RANGE STATEMENT

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|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"><li>• dry coat</li><li>• prolonged blowing of nostrils and heaving of flanks post-exercise</li><li>• slow recovery time post-exercise</li><li>• roaring</li><li>• signs of unfit horses may include:<ul style="list-style-type: none"><li>• blowing up</li><li>• dull coat</li><li>• inappetence</li><li>• listlessness</li><li>• overly fat or thin</li><li>• poor exercise recovery</li><li>• swollen joints.</li></ul></li></ul>                                                                                                                                         |
| <b><i>Horses' post-exercise recovery</i></b> may include: | <ul style="list-style-type: none"><li>• indicators of health and fitness return to normal range:<ul style="list-style-type: none"><li>• breathing pattern</li><li>• horse's interest in eating and drinking</li><li>• temperature of legs</li><li>• ease of movement of horse around stable or yard</li></ul></li><li>• indicators of poor recovery:<ul style="list-style-type: none"><li>• inappetence</li><li>• colic</li><li>• heat, swelling or blood on legs</li><li>• reluctance to move or bear weight</li><li>• timing of checks post-exercise according to trainer instructions.</li></ul></li></ul> |

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes



## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

# RGRPSH305A Develop driving skills for trackwork

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to develop driving skills for trackwork using well-educated horses. It includes communicating with supervisor and co-workers, assessing hazards, protecting the welfare of people and horses, and providing post-exercise care of horses.

The term well-educated horse' refers to an animal that has undergone sufficient training to ensure that it behaves in a safe, tractable and manageable way when being handled and ridden.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

It is recommended that competence be demonstrated in basic driving before attempting this unit.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports novice drivers to develop driving skills for trackwork in less controlled conditions with a range of well-educated horses.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                           |
|------------|---------------------------|
| RGRPSH204A | Prepare to drive jog work |
|------------|---------------------------|

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare to drive.                                                                                                    | <ol style="list-style-type: none"> <li>1. <b>Exercise instructions</b> are confirmed with trainer.</li> <li>2. Designated <b>exercise areas</b> are confirmed as free from <b>hazards and obstacles</b> .</li> <li>3. <b>Gear</b> selected for slow exercise is in good working condition.</li> <li>4. Horse is prepared for exercise .</li> </ol>                                                                                              |
| Drive and control horse with consideration for safety of horse, driver and other horses and drivers in the vicinity. | <ol style="list-style-type: none"> <li>5. Horses are kept under control at walk and trot, and pace alone and in company.</li> <li>6. Horses are driven within <b>safe zones</b> for driving in company.</li> <li>7. <b>Potential risks</b> are assessed and appropriate action is taken to reduce impact.</li> </ol>                                                                                                                            |
| Drive horses at nominated speeds over nominated distances.                                                           | <ol style="list-style-type: none"> <li>8. Speed and distance are measured using <b>industry recognised methods</b> .</li> <li>9. <b>Driving etiquette</b> is maintained when driving in company in accordance with safety of other drivers and horses.</li> <li>10. Horses are worked according to <b>trainer's instructions</b> .</li> <li>11. Post-exercise care of horses and gear is carried out according to stable procedures.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying aids to control speed and direction of horse at walk and trot
- applying safe handling and work practices when driving horses
- applying safe driving skills
- assessing hazards and obstacles related to horse exercise areas
- being aware of relevant road safety rules
- communicating with employer, supervisor, co-workers and public venue employees using assertive communication techniques to gather, interpret and relay information related to developing driving skills for trackwork
- completing duties in accordance with safe operating procedures and nominated

## REQUIRED SKILLS AND KNOWLEDGE

time frame

- driving horses singly and in company
- fitting horse gear and driving apparel
- following instructions
- identifying and correctly using different items of gear and assessing their condition in terms of safe use
- identifying gait at which a horse is working
- identifying and following exercise area rules and regulations
- maintaining driving etiquette
- preparing horses for exercise and providing post-exercise care to horses
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- understanding and complying with safe zones when driving horses
- using numeracy skills to measure distance and time
- working safely with other stable employees.

### Required knowledge

- aids to control speed and direction of a horse
- communication procedures within stable and wider racing industry
- driving etiquette
- gear and equipment
- paces of horses
- private road and track rules
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- safe zones for driving.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## EVIDENCE GUIDE

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### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when developing driving skills for trackwork
- demonstration of driving skills for trackwork according to trainer instructions
- implementation of procedures and timely techniques to complete driving skills for trackwork safely, effectively and efficiently
- working with others to undertake and complete driving skills for trackwork that meet required outcomes.

Evidence should be collected over a period of time using a range of well-educated harness horses of different ages and sexes in racing stable and track environments.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Harness Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of well-educated harness horses
- materials and equipment relevant to assessing candidate's ability to practise driving skills
- safe handling and controlled driving areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

## EVIDENCE GUIDE

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Harness Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to develop driving skills for trackwork. Workplaces include harness stables and racecourses, training tracks and public areas.

***Exercise instructions*** may include:

- duration of exercise
- exercise venue
- pace, including walking and jogging
- specific gear or equipment to be used.

***Exercise areas*** may include:

- designated slow exercise areas at racecourses
- paddocks
- private roads at racecourses

## RANGE STATEMENT

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***Hazards and obstacles*** may include:

- private tracks
- relevant rules of racing
- rules and regulations of exercise area.
- broken rails, fences or gates
- creeks and waterholes
- dusty or eroded tracks
- horses
- machinery
- rabbit holes
- slippery or muddy surfaces
- stray animals, including native animals
- vehicles.

***Gear selected*** will include:

- bits, for example:
  - snaffle
  - straight rubber
- boots, for example:
  - ankle (pastern)
  - bell boot
  - scalping
  - shin
- breastplate
- bridle
- crupper, for example:
  - standard
  - rubber dock
  - tail tie
- harness
- saddle
- standard overcheck or head check
- driver gear:
  - approved Australian Standard helmet, clothing and footwear
- sulky.

***Horse is prepared for exercise*** by:

- fitting bridle comfortably to horse with reins secured until ready to attach to sulky
- positioning sulky to assist with balance to reduce resistance when in motion
- requesting assistance from strapper for driving or leading exercise
- making final check of gear before mounting



## RANGE STATEMENT

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|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                      | <ul style="list-style-type: none"> <li>sulky</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b><i>Safe zones</i></b> will include:                                               | <ul style="list-style-type: none"> <li>warming up.</li> <li>distance from other horses:               <ul style="list-style-type: none"> <li>when walking, maintaining two horse lengths</li> <li>when trotting or jogging, maintaining four to six lengths</li> </ul> </li> <li>identifying and keeping clear of young or intractable horses</li> <li>techniques for slowing or manoeuvring horses seeking to encroach on space of others</li> <li>width between drivers.</li> </ul>                                       |
| <b><i>Potential risks</i></b> may include:                                           | <ul style="list-style-type: none"> <li>gear breakage</li> <li>loose horses</li> <li>driver injury</li> <li>kicks from adjacent horses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>Industry recognised methods to measure speed and distance</i></b> may include: | <ul style="list-style-type: none"> <li>measuring distance by:               <ul style="list-style-type: none"> <li>knowing circumference of track</li> <li>measuring distance in furlongs, miles or laps</li> <li>stepping out distance</li> <li>using track marker poles</li> </ul> </li> <li>measuring time by:               <ul style="list-style-type: none"> <li>counting aloud</li> <li>estimating time in relation to distance covered</li> <li>using marker poles</li> <li>using stopwatch.</li> </ul> </li> </ul> |
| <b><i>Driving etiquette</i></b> may include:                                         | <ul style="list-style-type: none"> <li>checking carefully to make sure way is clear before proceeding</li> <li>keeping unnecessary noise to a minimum</li> <li>waiting until oncoming horses have passed before proceeding</li> <li>waiting for vehicles to pass before proceeding.</li> </ul>                                                                                                                                                                                                                              |
| <b><i>Trainer's instructions</i></b> may include:                                    | <ul style="list-style-type: none"> <li>length and type of warm up</li> <li>length and type of cool down</li> <li>speed, distance and direction of jog work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                      |

## Unit Sector(s)

**Unit Sector**                      Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing performance services

## RGRPSH306A Develop basic trackwork riding skills

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to comply with trackwork rules, protocols and safety requirements and prepare riders for the specific trackwork requirements of controlling horses in slow work, in an exercise saddle, on well-educated horses with docile temperaments.

The term 'well-educated' refers to an animal that has undergone sufficient training to ensure that it behaves in a safe, tractable, and manageable way when being handled, even by inexperienced personnel.

To undertake this unit the candidate will be able to apply safe horse handling and workplace OHS standards, and demonstrate competent flatwork riding skills.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports trackwork riders to develop basic trackwork riding skills at slow paces with a range of well-educated horses.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Comply with trackwork rules, protocols and safety requirements.

1. Safety requirements, rules and regulations for rider and horse are followed.
2. Fit, wear and suitability of ***approved gear*** are checked prior to riding.
3. ***Track features***, weather and potential hazards are evaluated for safety and reported to track supervisor if necessary.

Develop riding skills on

4. Horse is mounted or dismounted following safe work

| ELEMENT                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| safe, experienced horses using an exercise saddle. | practices.<br>5. <b>Balanced position</b> is demonstrated on a well-educated horse in an exercise saddle in an enclosed space .<br>6. <b>Fitness requirements</b> for riding trackwork are developed.                                                                                                                                                                                                                                                                          |
| Lead a horse at the walk while mounted.            | 7. Mounted horse is positioned for <b>safe transfer</b> of lead from strapper.<br>8. Control of lead horse and mounted horse is demonstrated at all times.<br>9. <b>Riding etiquette</b> is maintained when riding in company in accordance with safety of other riders and horses.<br>10. Lead horse is transferred to strapper at completion of exercise.<br>11. Problems are reported and post-exercise care of horses and gear is carried out following stable procedures. |
| Ride slow work.                                    | 12. <b>Slow trackwork</b> is practised on a well-educated horse alongside an experienced rider .<br>13. Horses are ridden to half pace.<br>14. Time counting and pace estimation skills are developed.<br>15. <i>Rules for riding in company</i> on the track are followed.<br>16. Trainer or foreman's instructions are followed.<br>17. Skills needed to control horses in a range of <b>common trackwork situations</b> are demonstrated.                                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe riding and work practices when dealing with horses
- applying trackwork riding skills
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to basic trackwork riding
- completing duties in accordance with safe operating procedures and nominated time frame
- controlling mounted horse and lead horse simultaneously

## REQUIRED SKILLS AND KNOWLEDGE

- counting the time and identifying the pace at which horse is working
- evaluating risks associated with riding trackwork
- following instructions of supervisor with regard to riding horses in trackwork
- identifying and correctly using different items of approved gear
- identifying horse behaviour, social traits and vices
- interpreting and implementing trackwork instructions
- leading horse at walk while mounted
- maintaining riding etiquette
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

### Required knowledge

- basic industry terminology related to riding horses
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- effective working relationships and teamwork
- riding techniques
- personal protective equipment and purpose for its use
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range and purpose of approved gear
- relevant rules of racing
- riding etiquette.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

## EVIDENCE GUIDE

- knowledge of the requirements, procedures and instructions that are to apply when riding basic trackwork
- demonstration of control of quiet thoroughbred horses in a range of common, slow trackwork riding situations
- implementation of procedures and timely techniques for the safe, effective and efficient application of basic trackwork riding skills
- working with others to undertake and complete basic trackwork riding procedures that meet required outcomes.
- Evidence should be collected over a period of time using a range of well-educated racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to demonstrate basic trackwork riding skills
- safe handling areas and appropriate practical riding areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices
- RGRPSH206A Develop riding skills for flatwork
- RGRPSH304A Identify factors that affect racehorse

## EVIDENCE GUIDE

### Guidance information for assessment

performance.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to develop basic trackwork riding skills. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

### ***Safety requirements, rules and regulations*** may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- approved personal protective equipment, including approved Australian Standard helmets, vests, clothing and footwear
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- following safe operating procedures
- gear or equipment that is approved by the regulatory racing body to be worn by horses when being handled
- general requirements pertaining to safety as



## RANGE STATEMENT

|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                          | <p>well as specific requirements pertaining to particular venues</p> <ul style="list-style-type: none"> <li>identifying and reporting unsafe work practices</li> <li>identifying emergency situations, for example:             <ul style="list-style-type: none"> <li>gear breakage</li> <li>horse getting loose</li> </ul> </li> <li>registration requirements</li> <li>rider obligations under rules of racing</li> <li>track rules and regulations</li> <li>understanding individual horse behaviour.</li> </ul>                                                                                                                                                                                                                                                                                                |
| <p><b><i>Determining fit, wear and suitability of approved gear</i></b> may include:</p> | <ul style="list-style-type: none"> <li>gear:             <ul style="list-style-type: none"> <li>cracked leather or PVC</li> <li>frayed reins, girths or surcingles</li> <li>incorrectly adjusted blinkers or pacifiers</li> <li>incorrectly adjusted bits, tongue ties or bridles</li> <li>loose straps, girths and surcingles</li> <li>loose boots or bandages</li> <li>rusty or worn bits</li> <li>slipped saddles</li> </ul> </li> <li>horse:             <ul style="list-style-type: none"> <li>discomfort or head shaking</li> <li>impaired action</li> <li>rubbed hair or skin</li> </ul> </li> <li>personal protective equipment:             <ul style="list-style-type: none"> <li>helmet age and condition</li> <li>vests</li> <li>boots</li> <li>gloves</li> </ul> </li> <li>rules of racing.</li> </ul> |
| <p><b><i>Factors to consider with track features</i></b> may include:</p>                | <ul style="list-style-type: none"> <li>corrugations or depressions</li> <li>debris on track</li> <li>grading or watering of sand, cinders or woodchips.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b><i>Factors to consider for balanced position</i></b> will include:</p>             | <ul style="list-style-type: none"> <li>adjusting length of leathers</li> <li>changing hold</li> <li>correct seat at walk, trot, canter and half pace</li> <li>correct weight distribution</li> <li>holding reins</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## RANGE STATEMENT

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***Fitness requirements for trackwork riders*** will include:

- position of feet in irons.
- ability to exercise horses at required pace and distance as instructed
- ability to respond to common trackwork situations
- practising gym and fitness regime if not riding horses on a daily basis
- regular use of mechanical horse, equisizer horse or other fitness aid.

***Safe transfer*** will include:

- awareness of strapper's position between horses and moving away from horses
- controlling mounted horses
- folding excess lead in large loops
- talking to horses.

***Control of lead horse and mounted horse*** may include:

- adhering to regulations of racecourse and private roads
- ensuring correct gear is fitted to horse being led, including:
  - bridle with reins tied off around horse's neck and double clip lead
  - if saddled, irons run up
  - if rugged, all fittings secure
  - boots and bandages secure
- encouraging horses to settle at transfer of lead before moving off
- ensuring either horse does not move in advance of the other horse at any time
- halting horses smoothly
- keeping lead horse's head turned toward rider
- leading horse from off side
- leading only one horse at a time
- length of lead
- maintaining firm hold on both reins and lead
- maintaining walking pace
- maintaining safe zones when in company of other horses
- walking through gateway, racecourse or stable entrances and exits.

***Riding etiquette*** may include:

- checking carefully to make sure way is clear before proceeding
- keeping unnecessary noise to a minimum

## RANGE STATEMENT

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***Slow trackwork*** includes:

- riding horses to ensure you meet oncoming horses near side to near side
- waiting until oncoming horses have passed before proceeding
- waiting for vehicles to pass before proceeding.
- long, slow distance work
- trotting, cantering and half pace
- working horses on nominated slow tracks on nominated slow days.

***Factors to consider with time counting and pace estimation*** include:

- ensuring horse does not overwork or underwork
- following instructions
- judging number of seconds per 200 metres or furlong
- strong canter to half pace.

***Rules for riding in company to be taken into account*** include:

- maintaining safe length and width space between horses
- track rules:
  - riding past horses
  - riding in the bull ring
  - passing slower horses
  - entering and leaving track
  - entering and leaving tie-ups
  - working in pairs
  - working with more than two other horses.

***Common trackwork situations may*** include:

- broken reins or defective gear
- fallen horses or riders
- horse whipping around
- horse ducking out the gap
- horse going in reverse direction
- horse shying
- loose or out of control horses
- track hazards and variations in surface.

## Unit Sector(s)

**Unit Sector**

Thoroughbred racing code

## Co-requisite units

Co-requisite units

## Functional Area

**Functional Area**      Racing performance services

## RGRPSH307A Exercise horses in pacework

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to ride a range of horses in pacework, identify approved gear, accept rides based on rider and horse experience, report horse's performance to trainer, use methods to control horses in a range of situations and organise riding commitments.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards, and demonstrate competent slow trackwork riding skills. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports trackwork riders to develop pacework riding skills.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                                       |
|------------|---------------------------------------|
| RGRPSH306A | Develop basic trackwork riding skills |
|------------|---------------------------------------|

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ride a range of horses in slow work. | <ol style="list-style-type: none"> <li>1. <b>Horses</b> are ridden in slow work.</li> <li>2. Approved gear is identified and fitted to individual horses.</li> <li>3. <b>Aids</b> are selected and used within rules of racing and in accordance with trainer instructions.</li> </ol>                              |
| Ride experienced horses in pacework. | <ol style="list-style-type: none"> <li>4. Rides are accepted based on <b>rider experience</b> and <b>horse experience</b>.</li> <li>5. Horses are ridden up to half pace and pace is accurately counted.</li> <li>6. <b>Techniques</b> used to control horses in a range of situations are demonstrated.</li> </ol> |

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                       |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------|
| Organise commitments. | 7. Trainer instructions are followed to the best of ability, and <b>horse performance is reported</b> following trackwork. |
|                       | 8. <b>Trackwork riding commitments</b> are planned, documented and reported.                                               |
|                       | 9. <b>Obligations</b> relating to commitments to ride are known and understood.                                            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe riding and work practices
- communicating with employer, trainer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to riding pacework
- determining horse experience
- employing techniques to control horses
- judging pace and identifying pace at which horse is working
- following instructions of trainer, or working autonomously when necessary, with regard to riding horses in pacework
- identifying and fitting items of approved gear
- identifying and following safe track entry and exit procedures for all tracks
- interpreting and implementing trackwork instructions
- organising commitments and planning work activities
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting horse performance to trainer
- riding horses in pacework and adhering to individual trainer's interpretation of timing for half pace
- selecting aids in accordance with trainer instructions and rules of racing
- warming horses up and down
- working horses singly or with other horses in a controlled manner and according to instructions

## REQUIRED SKILLS AND KNOWLEDGE

- written communication skills to complete workplace documentation and reports.

### Required knowledge

- basic industry terminology related to riding horses in pacework
- communication procedures within stable and wider racing industry
- common racehorse behaviour traits
- effective working relationships and teamwork
- pacework riding techniques
- personal protective equipment and purpose for its use
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range and purpose of approved gear
- relevant rules of racing
- safe entry and exit points for all tracks.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when riding pacework
- demonstration of control of experienced thoroughbred horses in a range of common pacework riding situations
- implementation of procedures and timely techniques for the safe, effective and efficient organisation of riding commitments and application of pacework riding skills
- working with others to undertake and complete pacework riding procedures that meet required outcomes.



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## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Evidence should be collected over a period of time using a range of experienced racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to demonstrate pacework riding skills
- safe handling and appropriate practical riding areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for

Assessment methods should reflect workplace demands

## EVIDENCE GUIDE

### assessment

(e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to exercise horses in pacework. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

***Horses*** ridden in slow work may include:

- horses racing or trialling
- older horses
- pullers
- young horses.

***Aids*** may include:

- natural aids, including:
  - hands
  - legs
  - seat or weight
  - voice
- artificial aids that require experience and moderation in use, including:
  - bits and auxiliary reins
  - crops
  - martingales
  - spurs
  - whips.

***Rider experience*** will include:

- ability to recognise own limits of riding skill
- appropriate ways to accept and decline rides
- duration of riding experience
- fitness of rider.

## RANGE STATEMENT

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**Horse experience** will include:

- age of horse
- education level of horse
- experience and capability of trainer
- individual horse behaviour.

**Techniques** may include:

- changing the bridge
- shortening lengths
- using corrective gear, including:
  - bits
  - blinkers
  - cross-over nosebands
  - pacifiers
  - rings
  - shadow rolls
  - tongue ties
- working horse with other horses or lead pony
- working horse by itself.

**Horse performance report** may include:

- describing action irregularities, including:
  - climbing
  - hanging
  - lameness or stepping short
- describing behavioural problems, including:
  - attempting to duck out of gap
  - baulking with other horses
  - shying
- describing keenness to work, including:
  - on the bit, pulling
  - off the bit
- describing respiratory irregularities, including:
  - bleeding
  - choking down
  - coughing
  - roaring.

**Trackwork riding commitments** may be:

- arranged by employer or trainer
- self-managed.

**Obligations** may include:

- apprentice jockey arrangements
- award or indenture
- fee per ride
- freelance trackwork rider payment

## RANGE STATEMENT

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arrangements

- insurance cover
- number of horses each morning
- time of morning to ride
- what days to ride considering slow and fast mornings
- workers compensation.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# RGRPSH308A Provide first aid and emergency care for horses

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to measure and record vital signs of horses; identify and report signs of common illnesses and injuries; provide emergency care and follow first aid policies and procedures; make pre and post-race health and fitness assessments of horses; apply treatments under supervision; and follow the rules of racing related to the administration of prohibited substances.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered before or in conjunction with this unit of competency.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports stablehands, foremen, trainers and others authorised to provide first aid and emergency care for horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while

also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Recognise and report signs of ill health or injury in horses.

1. Temperature, pulse and respiration are ***measured and recorded***.
2. Hydration levels and capillary refill are observed and

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess illnesses or injuries in horses.         | <p><i>reported</i> .</p> <p>3. Signs of <b>common illnesses</b> in horses are identified and reported.</p> <p>4. Signs of <b>shock</b> in horses are identified and reported.</p> <p>5. Signs of <b>common injuries</b> in horses are identified and reported.</p> <p>6. Incident site is <b>inspected and assessed</b> prior to helping horses.</p> <p>7. <b>First aid policy and procedures</b> with respect to obligations to owners, state regulations, stable policy and duty of care are followed.</p> <p>8. <b>Referral</b> procedures for injury treatment and emergency care are followed.</p> <p>9. Horses are calmed and <b>restrained</b> and <b>risks</b> are identified.</p> <p>10. Threat to life of illness or injury is considered and plan of action is determined.</p> |
| Apply basic first aid to horses.                | <p>11. Restraints are used to prevent further injury or to apply first aid to horses.</p> <p>12. <b>Wounds are cleaned</b> and protected from further contamination or injury.</p> <p>13. Swelling is controlled .</p> <p>14. Bandages are applied for management of bleeding, swelling, wounds and possible fractures.</p> <p>15. Horses are <b>nursed</b> to reduce impact of shock, distress and pain.</p> <p>16. Horse behaviour and vital signs are monitored and observations recorded.</p>                                                                                                                                                                                                                                                                                         |
| Respond to hoof and leg illnesses and injuries. | <p>17. Feet and legs are inspected for signs of injury, soreness or foreign bodies .</p> <p>18. Common injuries and ailments to hooves, feet and legs are identified.</p> <p>19. Poultice is applied .</p> <p>20. <b>Condition and fit</b> of horse shoes are assessed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Assess health and fitness of horses.            | <p>21. <b>Pre and post-race assessment</b> of horse for injuries, distress, health and fitness is implemented.</p> <p>22. <b>Pharmaceutical or therapeutic treatments</b> are applied under trainer or veterinary instructions and supervision.</p> <p>23. <b>Rules</b> relating to <b>prohibited substances</b> and alternative treatments are known and applied.</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- applying basic first aid to horses
- applying quarantine control measures for isolation of sick horses and prevention of transference of disease by horses, other animals and humans
- assessing vital signs of horses
- assessing and responding to injuries in horses
- calming and restraining horses
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to providing horses with first aid and emergency care
- evaluating risks associated with catching, handling and restraining horses
- following instructions of supervisor
- identifying behaviour of individual horses
- identifying and correctly using different treatments under supervision
- identifying common illnesses and injuries in horses
- incorporating safe operating procedures into all instructions
- providing assistance to others in the workplace
- reporting horse irregularities to stable nominated person
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in handling and providing treatment to horses in the appropriate manner
- using numeracy skills to measure vital signs
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- basic industry terminology related to handling and treating horses
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- common illnesses and injuries in horses
- disease control and reporting requirements



## REQUIRED SKILLS AND KNOWLEDGE

- effective working relationships, including teamwork
- handling techniques for horses
- horse first aid
- methods of restraining horses
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- signs of shock in horses
- signs of lameness in horses
- types of treatments.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when providing first aid and emergency care for horses
- implementation of procedures and timely techniques for the safe, effective and efficient provision of first aid and emergency care for horses
- working with others to undertake and complete first aid and emergency care procedures that meet required outcomes.
- Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal

## EVIDENCE GUIDE

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Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to provide first aid and emergency care for horses
- safe handling areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to provide first aid and emergency care for horses. Workplaces include harness and thoroughbred racing stables and racecourses, training tracks and public areas.

***Measuring and recording*** may include:

- measuring rectal temperature with mercury and digital thermometers
- writing diary entries for temperature in degrees centigrade
- measuring heart rate over 30 seconds, then calculating in beats per minute
- writing diary entries for heart rate in beats per minute
- measuring respiration in breaths per minute
- writing diary entries for respiration in breaths per minute.

***Hydration level reporting methods*** may include:

- verbal and diary entry of observation of neck skin pinch rebound time measured in seconds
- verbal and diary entry of observation of capillary refill time measured in seconds.

***Common illnesses*** may include:

- circulatory disorders
- eye, nose and mouth disorders, including:
  - bleeding
  - conjunctivitis
  - ulcers
- digestive disorders, including:
  - colic
  - diarrhoea or scouring
- metabolic disorders:
  - exertional rhabdomyolysis (tying up)
  - thumps
- musculo-skeletal disorders:

## RANGE STATEMENT

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- back soreness
- knocked down hip
- shin soreness
- respiratory disorders, including:
  - exercise induced pulmonary haemorrhage (EIPH)
  - respiratory infections
  - travel sickness
- skin disorders, including:
  - girth galls
  - rain scald
  - ringworm
  - whither sores.

***Causes for shock*** may include:

- colic
- extensive wounds
- fractured limbs
- loss of blood
- snakebite
- traumatic accidents, for example hit by car.

***Common injuries*** may include:

- bruises
- falls
- girth galls
- joint injuries
- over-reaching
- scalping
- speedy cutting
- sprained ligaments or tendons
- strained muscles
- tack rubs
- wounds.

***Incident site may be inspected and assessed*** to identify:

- potential hazards for illness or injury of horses or people, including:
  - building or facility damage
  - crush or impact hazards
  - electrocution hazards
  - slip, trip or fall hazards
  - toxic substances
- rescue equipment required, including:
  - restraints

## RANGE STATEMENT

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***First aid policy and procedures***  
may include:

- ropes
- winches
- rescue specialist assistance requirements:
  - emergency services
  - veterinary assistance
  - animal health specialist services.
- administration of treatments
- communication procedures when horses are treated
- disease prevention and control
- emergency care
- emergency phone numbers, for example veterinarian and fire department
- permissible treatments
- procedure for recording treatments
- procedure for recording and reporting vital signs
- routine health checks
- replenishing supplies of first aid kits
- system of referral for injury treatment
- staff access to first aid treatments and materials.

***Reasons referral to a specialist***  
may be necessary include:

- horse may:
  - be insured
  - have to be treated with race day or non-race day prohibited substances
  - have to be withdrawn from competition
  - require prescription medication
  - require stitching or specialist injury management or treatment
- illness may be:
  - contagious condition
  - notifiable disease
  - passed on to humans
- illness or injury may be:
  - life threatening or have consequences to ongoing career of horse
  - result of neglect or non-compliance with duty of care.

## RANGE STATEMENT

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|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Horses</b> may be restrained using:                                | <ul style="list-style-type: none"> <li>• bit and head collar or bridle</li> <li>• crush</li> <li>• leg lift</li> <li>• skin pinch</li> <li>• twitch.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Risks associated with handling horses</b> may include:             | <ul style="list-style-type: none"> <li>• bites</li> <li>• horse injury</li> <li>• kicks</li> <li>• personal injury</li> <li>• trampling.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Controlling risks associated with handling horses</b> may include: | <ul style="list-style-type: none"> <li>• adhering to responsibilities under OHS legislation and workplace practices</li> <li>• adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare</li> <li>• considering variables that influence behaviour of horses, such as : <ul style="list-style-type: none"> <li>• fences and equipment</li> <li>• other persons or animals</li> <li>• vehicles</li> <li>• wind and noise</li> </ul> </li> <li>• contributing to development of risk control measures</li> <li>• following safe operating procedures</li> <li>• identifying and reporting unsafe work practices</li> <li>• identifying emergency situations, for example: <ul style="list-style-type: none"> <li>• gear breakage</li> <li>• horse getting loose</li> </ul> </li> <li>• understanding individual horse behaviour</li> <li>• wearing personal protective equipment.</li> </ul> |
| <b>Basic first aid</b> may include:                                   | <p>applying bandages for:</p> <p>controlling bleeding and swelling</p> <p>drawing out foreign bodies or pus</p> <p>splinting</p> <p>wound protection</p> <ul style="list-style-type: none"> <li>• cleaning wounds</li> <li>• controlling bleeding</li> <li>• managing shock</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## RANGE STATEMENT

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- nursing sick, in pain or anxious horses
- observing behaviour signs and symptoms of illness and injury
- preventing where possible further injury or spread of disease
- providing clean, warm or cool shelter out of inclement weather
- quarantining sick horses
- removing where possible cause of illness or injury
- restraining an injured or cast horse to prevent further injury
- taking and monitoring vital signs
- treating swelling and inflammation.

**First aid equipment** may include:

- antiseptic creams, lotions or sprays
- bandages and wound dressings
- infection control items
- inflammation and swelling control items, including:
  - cold hosing
  - icepacks
  - pressure bandaging
- poultices
- scissors
- wound cleaning solutions.

**Wounds** are cleaned with consideration to:

- options for treatment when animal is in pain or reluctant to stand still
- possible requirement for stitching of wound
- potential for infection
- presence of foreign bodies or internal damage.

**Swelling** can be controlled by:

- cold water therapy:
  - hosing
  - whirlpool boots
  - walking in cold water
- ice therapy:
  - ice boots
  - icepacks using available sources, such as frozen peas or ice blocks
- pressure bandaging.

**Nursing** may include:

- adjusting rugs to ensure adequate warmth

## RANGE STATEMENT

***Signs of injury, soreness or foreign bodies in horse's feet*** may include:

- keeping horse quiet and calm
- monitoring vital signs and behaviour regularly
- sponging or hosing to lower temperature.
- distorted shape or angle of limbs
- favouring a leg
- heat
- irregular movement in some or all gaits
- reluctance to allow leg or foot to be handled
- reluctance to move
- resting a foot
- swelling
- visible object in foot.

***Types of injuries and ailments to hooves, feet and legs*** may include:

- capped hocks
- corns
- laminitis
- loose shoe
- navicular disease
- sand cracks
- seedy toe
- shin soreness
- sole bruise and abscess
- thrush.

***Application of poultice*** may include:

- selecting drawing agent, including:
  - commercial preparations
  - herbal or other treatments
  - heat treatment
- applying protective covering, such as:
  - paper, plastic or other layers
  - adhesive bandages and bandage cover
  - poultice boots
  - sole protectors.

***Condition and fit of horse shoes*** would include:

- shoes display even wear
- shoe seated along hoof wall avoiding pressure on bars and sole
- shoes firmly fitted to hoof, and nails tight enough to ensure shoe fit is stable
- shoe removed if considered likely to cause further damage by:
  - identifying and describing function of shoeing tools required to remove a loose



## RANGE STATEMENT

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | shoe <ul style="list-style-type: none"> <li>lifting and holding front and back legs in safe and appropriate position to remove shoe</li> <li>removing shoe using personal protective equipment, appropriate tools and techniques by:             <ul style="list-style-type: none"> <li>loosening and removing nail clenches</li> <li>removing shoe with minimal damage to hoof wall</li> <li>shoes shaped to fit hoof.</li> </ul> </li> </ul>                                                                                                                                                                                                                                   |
| <b><i>Pre and post-race assessment</i></b> must include:            | <ul style="list-style-type: none"> <li>pre-race assessment:             <ul style="list-style-type: none"> <li>assessing vital signs</li> <li>checking horse for illnesses and injuries</li> <li>checking feed and water intake</li> <li>checking manure quantity and quality</li> <li>checking shoe wear and fit</li> <li>observing behaviour</li> </ul> </li> <li>post-race assessment:             <ul style="list-style-type: none"> <li>black eyes</li> <li>epistaxis</li> <li>horse's recovery rate</li> <li>heat stress</li> <li>hydration</li> <li>limb injuries or heat or swelling</li> <li>muscle soreness</li> <li>shifting or sprung plates.</li> </ul> </li> </ul> |
| <b><i>Pharmaceutical or therapeutic treatments</i></b> may include: | <ul style="list-style-type: none"> <li>pharmaceutical:             <ul style="list-style-type: none"> <li>antibiotics and other anti-infective agents</li> <li>antiparasitics</li> <li>prescribed medications</li> <li>inhalants</li> <li>injectibles</li> <li>oral medications and pastes</li> <li>poultices</li> <li>topical medications</li> <li>vaccines</li> </ul> </li> <li>therapeutic :             <ul style="list-style-type: none"> <li>acupuncture</li> </ul> </li> </ul>                                                                                                                                                                                            |

## RANGE STATEMENT

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- chiropractic
- electromagnetic
- exercise
- hydrotherapy
- ice and heat
- laser
- massage
- rest
- ultrasound.

**Rules** include:

- Australian and local rules of racing of the state or territory regulatory racing body.

**Prohibited substances** include:

- substances listed below as well as other items defined by racing regulatory authority from time to time, including:
  - acidifying agents
  - alkalising agents
  - analgesics
  - antihistamines
  - anti-inflammatory agents
  - bronchodilators
  - buffering agents
  - diuretics
  - general and local anaesthetics
  - hormones
  - muscle relaxants
  - narcotics
  - respiratory stimulants
  - sedatives
  - tranquillisers
  - vasodilators
  - vitamins administered by injection.

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

# RGRPSH309A Implement feeding programs for racehorses under direction

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to monitor and maintain racehorse feeding programs under direction and understand the factors that regulate racehorse feeding programs.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards. It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports licensed and registered personnel and others authorised to prepare and distribute feed for horses under direction.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Monitor and maintain racehorse feeding program.

1. Quality and suitability of feed and feed supplements for horses are evaluated.
2. Feeds are ***prepared and distributed*** in line with feeding program.
3. Feed storage areas and water supplies are maintained, cleaned and kept free of ***contaminants***.

| ELEMENT                                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand factors that regulate or guide racehorse feeding programs. | <ol style="list-style-type: none"> <li>4. Feed inventory is <b><i>checked and reported</i></b> to supervisor.</li> <li>5. <b><i>Variations</i></b> to individual eating and drinking patterns are recorded and reported according to enterprise procedures.</li> <li>6. <b><i>Condition of horses</i></b> is monitored and reported.</li> <li>7. Factors that impact on racehorse feeding programs are known and understood.</li> <li>8. <b><i>Common problems</i></b> related to incorrect feeding are identified.</li> <li>9. Feed habits of individual horses are evaluated.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- communicating with employer, supervisor, co-workers and feed merchants using assertive communication techniques to gather, interpret and relay information related to implementing feeding programs
- completing duties in accordance with safe operating procedures and nominated time frame
- following instructions
- identifying and correctly using different feed components and feed supplements
- identifying individual horses
- identifying changes to horse feeding behaviour
- reading and interpreting workplace documentation, including relevant rules of racing
- recognising changes in condition of horses
- recognising spoiled feed
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly
- understanding horse digestive system
- using feed weighing scales
- written communication skills to complete workplace documentation.

## REQUIRED SKILLS AND KNOWLEDGE

### Required knowledge

- basic horse digestion
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- feed and feed supplements
- feeding principles, including racehorse nutritional requirements
- interaction between feed and supplements that may result in contravention of industry regulations
- quality, type and value of feed
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- weights and energy value of feeds.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when feeding horses under direction
- implementation of procedures to complete horse feeding tasks safely, effectively and efficiently
- working with others to undertake and complete horse feeding tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of harness and thoroughbred horses of different ages and sexes in racing stable and track environments.

**Context of and specific resources for** Competency must be assessed in a racing workplace that

## EVIDENCE GUIDE

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### assessment

provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of harness and thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to implement feeding programs for horses under direction
- safe handling areas, such as racing stables
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).



## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to implement feeding programs for racehorses under direction. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

***Quality and suitability of feed and feed supplements*** may include:

- recognising quality of feed:
  - age
  - presence or absence of mould
  - rodent or other spoilage
  - type of grass or grain species
- recognising:
  - electrolytes
  - herbal remedies
  - prescribed additives
  - vitamins and minerals
- recognising and evaluating pre and post-race feeds
- understanding basic digestive system
- understanding feeding principles.

***Preparation and distribution of feeds*** will include:

- adhering to enterprise's feeding time requirements
- changing rations, as directed, to suit local conditions:
  - high energy feeds for racing animals
  - spelling feeds for horses coming into work or being let down
  - climate
- damping feeds as required
- ensuring prepared feed is given to correct horse
- following relevant rules of racing related to feed additives
- following safe horse handling practices

## RANGE STATEMENT

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|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | <ul style="list-style-type: none"><li>• maintaining enterprise's safe feed preparation procedures:<ul style="list-style-type: none"><li>• cleaning buckets, feed and water containers</li><li>• following instructions related to feed mixers and grain crushers</li><li>• minimising dust</li><li>• using dust masks</li><li>• using safe lifting and handling techniques</li><li>• washing hands</li></ul></li><li>• reading and following feed rations lists and directions</li><li>• recognising spoiled or contaminated feeds</li><li>• recognising and adding prescribed supplements</li><li>• understanding common horse behaviour</li><li>• using feed weighing scales.</li></ul> |
| <b><i>Contaminants</i></b> may include:                              | <ul style="list-style-type: none"><li>• accidental introduction of banned substances through use of supplements</li><li>• chemicals</li><li>• foreign objects in bagged or premixed feed</li><li>• moisture, humidity or heat</li><li>• mould</li><li>• rodent, bird or bat droppings.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <b><i>Feed inventory checking and reporting</i></b> may include:     | <ul style="list-style-type: none"><li>• checking quality of remaining feed</li><li>• checking receipt of supplies</li><li>• confirming order with supervisor</li><li>• counting remaining bales of hay, bags of feed and supplements</li><li>• estimating ongoing supplies for designated period</li><li>• ordering supplies</li><li>• reading and writing feed inventory.</li></ul>                                                                                                                                                                                                                                                                                                      |
| <b><i>Individual eating and drinking variations</i></b> may include: | <ul style="list-style-type: none"><li>• aggression when feeding</li><li>• drinking more or less water than usual</li><li>• eating bedding</li><li>• eating dirt or sand</li><li>• leaving feed or feed components</li><li>• playing with water</li><li>• scattering or flinging feed</li><li>• quidding.</li></ul>                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Condition of horses</i></b> may include:                       | <ul style="list-style-type: none"><li>• becoming tucked up</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## RANGE STATEMENT

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*Common problems related to incorrect feeding* may include:

- changing consistency, odour or frequency of manure or urine
- developing a dull or rough coat
- developing a nervy disposition
- losing or gaining weight.
- contravention of rules of racing
- colic
- diarrhoea
- leg swelling
- laminitis
- exertional rhabdomyolysis (tying up).

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## **RGRPSH310A Prepare for self-management in racing**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to determine current and future financial requirements, identify sources of professional assistance, develop strategies for self-promotion, and identify and apply principles of small business management.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

**Application of the unit** This unit of competency supports drivers, riders and trainers to prepare for self-management in racing.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

**Prerequisite units**

## Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply business planning and financial management skills. | <ol style="list-style-type: none"><li>1. Principles of and requirements for <b><i>financial recordkeeping and budgeting</i></b> are identified and applied.</li><li>2. Sources of professional advice for <b><i>investment, insurance, taxation and superannuation</i></b> are identified and applied.</li><li>3. Future career options are investigated.</li><li>4. Basic principles of small business management are identified and applied.</li></ol> |
| Employ marketing techniques.                             | <ol style="list-style-type: none"><li>5. <b><i>Marketing opportunities</i></b> within the industry are identified and applied.</li><li>6. Marketing of self and enterprise is undertaken.</li><li>7. <b><i>Business promotion</i></b> and public relations principles are understood and demonstrated.</li></ol>                                                                                                                                         |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying marketing and promotions strategies
- checking documentation and records
- communicating with racing officials, colleagues, accountants, financial advisers and others using assertive communication techniques to prepare for self-management in racing
- computer skills, including:
  - basic data entry and retrieval
  - email and internet
- establishing budgets
- following rules of racing
- identifying sources of professional advice
- identifying principles and requirements of small business management
- identifying and evaluating services of riders' agents
- investigating future career options
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using numeracy skills to recognise and apply principles of financial record keeping and budgeting
- written communication skills to maintain business documentation and related records.

#### Required knowledge

- business promotion and public relations principles
- career options
- communication procedures within stable and wider racing industry
- financial record keeping
- investments
- insurance
- marketing and promotion
- relevant rules of racing
- sources of professional advice
- small business management
- superannuation
- taxation requirements.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when preparing for self-management in racing
- implementation of procedures and timely techniques to effectively apply business and financial management skills and marketing techniques
- working with others to undertake and complete tasks related to preparing for self-management in racing that meet required outcomes.

Evidence should be collected over a period of time and be focused on business and marketing activities related to self-management in racing. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and contexts.

### **Context of and specific resources for assessment**

Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to prepare for self-management in racing
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit

## EVIDENCE GUIDE

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are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry prepare for self-management in racing. Workplaces include administration buildings, harness and thoroughbred stables and racecourses, training tracks and public areas.

### ***Financial record keeping and budgeting*** may include:

- bank statements
- business financial structure, for example trust or sole trader
- business or personal budgeting of expenditure and income
- record-keeping systems, including software



## RANGE STATEMENT

---

### ***Investment, insurance, taxation and superannuation*** will include:

- programs
- records of race rides or drives, including earnings of rider or driver
- records of fees for services provided for horse owners or trainers
- receipts of expenditure
- tax invoices.
- investment:
  - accessibility to funds
  - banks
  - bonds
  - financial institutions
  - property
  - reasons for investment
  - share markets
- insurance:
  - accident or injury
  - income protection
  - life
  - motor vehicle
  - property
  - public liability
  - trauma
  - travel
- taxation:
  - Australian business number
  - business activity statements
  - income taxation returns
  - goods and services tax
  - pay-as-you-go tax (PAYG)
- superannuation:
  - diverse or specialised portfolio
  - high risk or low risk
  - lump sum payment
  - personal and employment contributions
  - rollover
  - tax benefits.

### ***Investigations of future career***

- financial goals

## RANGE STATEMENT

**options** may include:

- identifying alternative career preferences
- retraining or new training requirements.

**Marketing opportunities** may include:

- brochure or pamphlet advertising
- industry publications
- internet, including web page
- marketing within rules of racing
- media releases
- personal contact with drivers, owners, riders or trainers
- radio interviews
- television appearances
- word of mouth.

**Business promotion** will include:

- promotion of services:
  - drivers
  - riders
  - trainers
- clients:
  - owners
  - trainers
- riders' agents (thoroughbred):
  - assisting rider or employer of apprentice to secure rides
  - fee for service
  - licensing and rules of racing compliance.

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Co-requisite units

## Functional Area

|                        |                             |
|------------------------|-----------------------------|
| <b>Functional Area</b> | Racing performance services |
|------------------------|-----------------------------|

## **RGRPSH311A Participate in racing as an owner**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to investigate requirements to take part in racing as an owner, determine desired level of participation and uphold the welfare of racing animals.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

**Application of the unit** This unit of competency supports those wishing to own, lease or join a syndicate to race greyhounds or horses in the greyhound, harness or thoroughbred sectors of the racing industry.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

**Prerequisite units**

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Investigate requirements for taking part in racing. | <ol style="list-style-type: none"> <li>1. <b><i>Structure of the racing industry</i></b> and significance of rules of racing are clarified.</li> <li>2. <b><i>Rights and responsibilities</i></b> of racing participants and officials are described.</li> <li>3. Obligations of racing participants to animal welfare and OHS are clarified.</li> <li>4. Race meeting procedures and protocols are observed.</li> </ol> |
| Determine level of participation in racing.         | <ol style="list-style-type: none"> <li>5. <b><i>Options for racing</i></b> greyhounds or horses are evaluated.</li> <li>6. <b><i>Arrangements for training</i></b> greyhounds or horses are clarified with trainer.</li> <li>7. <b><i>Options for resolving disputes</i></b> with trainer or other owners are reviewed.</li> </ol>                                                                                       |
| Uphold welfare of racing animals.                   | <ol style="list-style-type: none"> <li>8. <b><i>Plans for racing animals</i></b> are discussed with trainer.</li> <li>9. <b><i>Options for animals</i></b> that will not continue in racing are evaluated.</li> <li>10. <b><i>Decisions on the future of racing animals</i></b> are made with due consideration to animal welfare.</li> </ol>                                                                            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds or horses
- communicating with trainer, racing officials, racing kennel or stable staff and others using assertive communication techniques to gather and relay information related to greyhound or horse racing activities
- complying with animal welfare regulations, legislation and rules of racing guidelines
- complying with safe operating procedures
- following instructions of trainer and officials when appropriate, for example in parade enclosure
- negotiating resolution of conflict or disagreements with others relating to racing greyhounds or horses in compliance with racing codes of conduct and rules of racing
- reading and interpreting racing documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- upholding agreement with trainer, other owners and syndicate managers (if relevant) regarding payment of accounts for training services
- written communication skills to complete racing documentation.

#### Required knowledge

- basic industry terminology related to racing, handling and caring for greyhounds or horses
- common reasons for greyhounds and horses having to stop racing
- communication procedures within the kennel or stable and wider racing industry
- content of training contract or agreement
- effective working relationships, including teamwork
- obligations of owners to animals, trainers and racing officials
- options for greyhounds and horses that have finished their racing career
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- structure, protocols and procedures related to racing greyhounds or horses.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to racing greyhounds or horses
- implementation of procedures and timely techniques for safe participation in racing as an owner
- working with others when participating in racing as an owner that meets required outcomes.

Evidence should be collected over a period of time and be focused on business activities and obligations related to racing participation as an owner. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and contexts.

### **Context of and specific resources for assessment**

Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

The following resources must be available:

- a variety of greyhounds or racing horses that are currently in training
- commercial racing training establishments, safe racetrack areas, race meetings and related facilities
- materials and equipment relevant to assessing candidate's ability to race animals as an owner
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

## EVIDENCE GUIDE

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRPSG407A Select greyhounds for racing
- RGRPSH505A Select horses for racing
- RGRROP317A Attend racing events and comply with protocols and safety procedures.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to participate in racing as an owner. Workplaces include administration buildings, greyhound kennels, harness and thoroughbred stables and racecourses, training tracks and public areas.

#### ***Structure of the racing industry*** may include:

- breeder associations
- national and state racing regulatory authority role
- owner and trainer associations



## RANGE STATEMENT

---

***Rights and responsibilities*** may include:

- race club structure and functions
- rules of racing:
  - who and what is controlled by them
  - what rules impact on owners
  - how racing fairness is ensured.
- authority of owners to hear or give evidence or protest decisions
- authority of stewards and officials to direct or instruct racing participants, including owners
- authority of stewards to call witnesses, hear evidence and make decisions on penalties to be incurred
- obligation of all racing participants, including officials, to comply with rules of racing, animal welfare and OHS
- obligations of owners to comply with relevant rules of racing and officials' instructions
- obligations of trainers to ensure security of their training establishment and to present animals drug free for racing
- responsibility of stewards and officials to follow natural justice processes.

***Options for racing*** may include:

- joining a syndicate to race one or more animals
- leasing animal to race (to be returned to owner after racing career)
- purchasing animal ready to run
- purchasing pup or yearling
- purchasing share in an animal.

***Arrangements for training*** may include:

- confirming:
  - how and when training services may be concluded
  - training fees, payment dates and method
  - what is covered by training fee
  - who will pay additional services, such as veterinarian or transportation
- establishing protocols for charging additional fees for items, such as entry fees, and additional tack and equipment
- type of training facilities offered, such as spelling and access to paddocks or runs.

***Options for resolving disputes***

- discussing issues with:

## RANGE STATEMENT

may include:

- consumer affairs
- owners' association
- stewards or racing officials
- trainers' association
- engaging a dispute resolution specialist
- negotiating with trainer.

***Plans for racing animals*** may include:

- estimated length of preparation time before trial and racing
- type and class of races animal is to be prepared for
- options if animal does not show adequate form within agreed time frame.

***Options for animals*** may include:

- does the animal have a use as a:
  - companion animal or pet
  - in another market
- if animal is to be given away or retired:
  - can welfare of animal be assured if it is given away as a companion animal or pet
  - will sufficient water, feed, shelter and care be provided if animal is retired from racing
  - will animal have a reasonable quality of life if it is retired from racing after illness or injury or would it be kinder to have animal put down
- is animal suitable for breeding.

***Decisions on the future of racing animals*** may include:

- average cost of keeping a retired animal
- can costs of treatment (and costs to animal's quality of life) be justified if prognosis for illness or injury means it is unlikely that animal will race again
- has animal suffered illnesses or injuries that will restrict its racing potential
- is it cruel to continue racing animal
- is animal likely to perform better if it:
  - is castrated or spayed
  - races in opposite direction
  - races in different climate
  - races in lower or higher level of competition
  - races under a different trainer.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

# RGRPSH401A Relate anatomical and physiological features to the care and treatment of horses

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to identify basic anatomy and physiology of horses, relate anatomy and body systems to the performance of racehorses, and follow illness and injury management plans for racehorses.

This unit also requires the practical care and management of harness or thoroughbred racehorses and application of OHS standards in the workplace.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports trainers and others authorised to relate anatomical and physiological features to the care and treatment of horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Identify basic anatomy and physiology of horses.

1. Key features and functions of ***skeletal system*** and ***muscular system*** are identified.
2. Key features and functions of ***respiratory system*** are identified.
3. Key features and functions of ***circulatory system*** are identified.
4. Key features and functions of ***digestive system*** are identified.

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relate anatomy and body systems to performance of racehorses. | <ol style="list-style-type: none"><li>5. Key features and functions of <b>reproductive system</b> are identified.</li><li>6. <b>Common illnesses and injuries</b> of skeletal and muscular system of racehorses are identified.</li><li>7. Common illnesses and injuries of respiratory system of racehorses are identified.</li><li>8. Common illnesses and injuries of circulatory system of racehorses are described.</li><li>9. Common illnesses and injuries of digestive system of racehorses are described.</li></ol> |
| Follow illness and injury management plans.                   | <ol style="list-style-type: none"><li>10. <b>Healing processes</b> following illness or injury are recognised.</li><li>11. Impact of <b>medications</b> on body systems is understood.</li><li>12. Impact of <b>therapies</b> is understood.</li><li>13. Care and treatment of injured or sick horse are provided according to <b>directions</b> and animal welfare principles.</li></ol>                                                                                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- administering or supervising administration of prescribed medication
- applying safe handling and work practices when caring for and treating horses
- assessing and responding to illnesses or injuries in horses
- caring for and treating horses
- communicating with stable staff, horse health specialists and others using assertive communication techniques to gather and relay information related to relating anatomical and physiological features of horses to their care and treatment
- evaluating risks associated with catching and handling horses
- giving and receiving instructions
- identifying and correctly using different therapies or medications
- identifying features and functions of body systems
- identifying common illnesses and injuries

## REQUIRED SKILLS AND KNOWLEDGE

- reading and interpreting workplace documentation, including relevant rules of racing and material safety data sheets
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using or supervising use of technology related to therapy.

### Required knowledge

- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- common illnesses and injuries in horses
- handling and restraining techniques for horses
- impact of medications or therapies
- industry terminology related to caring for and treating racehorses
- key features and functions of horses' body systems
- prohibited substances
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- signs and symptoms of illnesses and injuries
- types of medications and therapies.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of key features and functions of the skeletal, muscular, respiratory, circulatory, digestive and reproductive systems of horses
- knowledge of common illnesses and injuries of the skeletal, muscular and respiratory systems of horses
- implementation of procedures and timely techniques

## EVIDENCE GUIDE

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to relate anatomical and physiological features to the care and treatment of horses that meet required outcomes

- working with others to undertake and complete care and treatment tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to relate anatomical and physiological features to the care and treatment of horses
- safe handling areas, such as racing stables, yards, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by



## EVIDENCE GUIDE

### Guidance information for assessment

supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRPSH408A Manage horse health and welfare.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to relate anatomical and physiological features to the care and treatment of horses. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

Components of ***skeletal*** and ***muscular systems*** will include:

- bones
- joints
- ligaments
- muscles
- tendons.

Components of ***respiratory system*** will include:

- alveolus
- diaphragm
- larynx
- lungs
- nostrils
- pharynx
- trachea.

Components of ***circulatory***

- arteries

## RANGE STATEMENT

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**system** will include:

- blood cells
- heart
- lungs
- veins.

Components of **digestive system** will include:

- caecum
- diaphragm
- intestines
- kidneys
- mouth
- oesophagus
- pharynx
- stomach.

Components of **reproductive system** will include:

- endocrine glands
- male and female genital organs
- oestrous cycle
- pregnancy and foaling.

**Common illnesses and injuries** may include:

- skeletal and muscular systems, including:
  - bone chips
  - bone spavin
  - bowed tendon
  - navicular disease
  - sesamoiditis
  - shin soreness
  - splints
  - stifle joint lameness
  - suspensory ligament injury
  - tendonitis
- respiratory system, including:
  - air passage inflammation
  - equine influenza
  - heaves
  - pneumonia
  - roaring
  - strangles
- circulatory system, including:
  - cardiac abnormalities
  - epistaxis
  - myocardial disease
- digestive system, including:

## RANGE STATEMENT

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|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <ul style="list-style-type: none"><li>• botulism</li><li>• colic</li><li>• colitis x</li><li>• dysphagia</li><li>• enteritis</li><li>• hepatitis.</li></ul>                                                                                                                                                                                                                                                                                    |
| <b>Healing processes</b> may include: | <ul style="list-style-type: none"><li>• blood vessels</li><li>• cartilage and bone</li><li>• connective tissue</li><li>• muscle tissue</li><li>• nerves</li><li>• skin and mucosal membrane.</li></ul>                                                                                                                                                                                                                                         |
| <b>Medications</b> may include:       | <ul style="list-style-type: none"><li>• anabolic steroids</li><li>• antibiotics</li><li>• anti-inflammatories</li><li>• bronchodilators</li><li>• hormones</li><li>• injections:<ul style="list-style-type: none"><li>• intra-articular</li><li>• intramuscular</li><li>• intravenous</li><li>• subcutaneous</li></ul></li><li>• muscle relaxants</li><li>• poultices</li><li>• sedatives</li><li>• vasodilators</li><li>• vitamins.</li></ul> |
| <b>Therapies</b> may include:         | <ul style="list-style-type: none"><li>• acupuncture</li><li>• bandaging</li><li>• chiropractic</li><li>• counter irritation</li><li>• electromagnetic</li><li>• exercise, for example walking or swimming</li><li>• hydrotherapy</li><li>• ice and heat</li><li>• immobilisation</li><li>• laser</li><li>• magnetic</li><li>• massage</li></ul>                                                                                                |

## RANGE STATEMENT

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**Directions** related to care and treatment of racehorses will include:

- pharmaceutical
- rest
- ultrasound.
- adhering to rules of racing in administration of treatments
- adhering to medication material safety data sheet directions
- administering prescribed treatments
- advice from veterinary surgeons, farriers or other horse health specialists.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH402A Drive horses in pacework and fast work

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to develop driving skills for trackwork using a range of horses. It includes communicating with supervisors and co-workers, assessing hazards, protecting the welfare of people and horses, adjusting driving techniques for different trackwork speeds and horse styles, and providing post-exercise care of horses.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards.

It is recommended that competence be demonstrated in the protocols, procedures and techniques required to drive jog work before attempting this unit.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports drivers who have attained jog work driving skills and are ready to drive trackwork in less controlled conditions with a range of horses.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                                      |
|------------|--------------------------------------|
| RGRPSH305A | Develop driving skills for trackwork |
|------------|--------------------------------------|

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow trainer's instructions. | <ol style="list-style-type: none"><li>1. <b><i>Exercise instructions</i></b> are confirmed with trainer.</li><li>2. Warm up and cool down is appropriate for trainer's and individual horse's exercise requirements.</li><li>3. Post-exercise care of horses and gear is carried out according to stable procedures.</li><li>4. <b><i>Horse welfare is monitored</i></b> during and after exercise.</li><li>5. Horse response to trackwork is reported to trainer.</li></ol> |

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                            |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Horses are exercised in pacework.            | 6. <b>Gear</b> is selected and fitted for pacework.<br>7. <b>Pacework speed</b> is achieved and maintained for exercise period.                                                 |
| Follow trainer's instructions for fast work. | 8. Gear is selected and fitted for fast work.<br>9. <b>Fast work speed</b> is achieved and maintained for exercise period.<br>10. <b>Racing skills</b> of horses are developed. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying aids to control speed and direction of a horse at walk, trot and pace
- applying safe work practices and handling and driving skills when working with horses
- assessing hazards and obstacles related to horse exercise areas
- being aware of relevant road safety rules
- communicating with employer, supervisor, co-workers and public venue employees using assertive communication techniques to gather, interpret and relay information related to developing pacework and fast work driving skills
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with horse welfare directives when responding to indicators of injury or fatigue of horses during or after exercise
- driving horses singly and in company
- fitting horse gear and driving apparel, including personal protective equipment
- following instructions
- identifying and correctly using different items of gear and assessing their condition in terms of fit and condition
- identifying and following exercise area rules and regulations
- identifying gait and speed at which a horse is working
- maintaining driving etiquette
- maintaining fast work and pacework speed throughout exercise period
- identifying poor response to exercise that may indicate horse injury or fatigue
- preparing horses for exercise and providing post-exercise care to horses
- reading and interpreting workplace documentation, including relevant rules of

## REQUIRED SKILLS AND KNOWLEDGE

racing

- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting horses' response to exercise to trainer and others
- understanding and complying with safe zones when driving horses
- using numeracy skills to measure distance and time
- working safely with other stable employees.

### Required knowledge

- aids to control speed and direction of a horse
- communication procedures within stable and wider racing industry
- driving etiquette
- gear and equipment
- paces of horses
- private road and track rules
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- safe zones for driving.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when developing driving skills for pacework and fast work
- demonstration of driving skills to establish and maintain pacework and fast work speeds according to trainer instructions



## EVIDENCE GUIDE

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- demonstration of driving skills to avoid or prevent potential accidents at speed
- implementation of procedures and timely techniques to complete driving skills safely, effectively and efficiently
- working with others to undertake and complete driving skills that meet required outcomes.

Evidence should be collected over a period of time using a range of well-educated harness horses of different ages and sexes in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses that are currently in training
- commercial racing training establishments, and training and racetracks
- materials and equipment relevant to assessing candidate's ability to practise pacework and fast work driving skills
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by

## EVIDENCE GUIDE

### Guidance information for assessment

supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to drive horses in pacework and fast work. Workplaces include harness stables and racecourses, training tracks and public areas.

***Exercise instructions*** may include:

- achieving and maintaining speed for each section of exercise period
- duration of exercise
- exercise venue
- pace, including walking and jogging
- specific gear and equipment to be used.

***Horse welfare monitoring*** may include:

- feeling consistent contact on reins
- identifying unexplained drop-off in horse speed, power or attitude to work
- listening to breathing pattern
- listening to footfalls
- measuring heart rate
- observing sweating pattern.

***Gear selected*** will include:

- horse gear:
  - anti-rearing bit
  - bandages

## RANGE STATEMENT

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- burrs
- bits
- boots
- breastplate
- blinkers
- bridle
- crupper
- harness
- head check
- leading bit
- saddle
- shadow rolls
- spreaders
- tail tie
- tongue tie
- driver gear:
  - approved Australian Standard helmet, clothing and footwear
  - sulky.

***Pacework speed*** may include:

- establishing and maintaining speeds of 2.20 minutes per mile
- maintaining line on track for efficiency of movement
- using track markers, stopwatch and other indicators to measure distance and speed.

***Fast work speed*** may include:

- establishing and maintaining speeds of 2.10 to 2.08 minutes per mile
- maintaining line on track for efficiency of movement
- using track markers, stopwatch and other indicators to measure distance and speed.

***Racing skills*** may include:

- driving horse from front of field
- driving horse from behind
- driving horse in company to encourage horse to maintain or better position on track
- judicious use of the whip within animal welfare rules of racing to control speed and line on track
- practising score-up procedures
- practising standing and mobile starts

## RANGE STATEMENT

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- working close to other horses at fast work speeds.

## Unit Sector(s)

**Unit Sector** Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH403A Educate harness horses for racing

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to introduce a horse to the skills, gear and equipment required for harness racing; and correct or re-educate horses with inappropriate training or racing behaviours or styles.

Developing competence in this unit will require a strong emphasis on animal welfare and humane treatment of horses, particularly when re-educating horses with identified problems. Care must be taken to apply the principles of horse learning theory to all aspects of introducing inexperienced horses and horses with schooling problems.

To undertake this unit candidates will be able to apply safe horse handling skills and workplace OHS standards. They must also have a high standard of competence in trackwork driving and would generally be expected to be a licensed harness racing trainer or be able to demonstrate competence in harness racing training and driving skills.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports experienced, licensed trackwork drivers and trainers authorised to educate horses for harness racing.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                                        |
|------------|----------------------------------------|
| RGRPSH402A | Drive horses in pacework and fast work |
|------------|----------------------------------------|

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                         |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduce harness racing gear, equipment and routines. | <ol style="list-style-type: none"><li>1. Horses are conditioned to accept <b><i>general care and handling</i></b> .</li><li>2. Horses are <b><i>mouthed</i></b> for harness racing.</li><li>3. Horses are conditioned to accept harness then cart.</li></ol> |

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduce driving skills.                                   | <ol style="list-style-type: none"> <li>4. <b>Controlled environment</b> is used to introduce horse to basic driving tasks.</li> <li>5. Horse is driven in harness.</li> <li>6. Horse's confidence in driving tasks is developed.</li> <li>7. Horse is gaited for harness racing.</li> </ol>                                                                                                                                                                                         |
| Identify driving problems and implement correction program. | <ol style="list-style-type: none"> <li>8. Horse's performance and previous history are evaluated.</li> <li>9. Potential <b>physical and behavioural causes</b> of poor performance are investigated.</li> <li>10. <b>Education program</b> is developed and implemented in consultation with trainer.</li> <li>11. <b>Corrective techniques</b> are employed to modify performance and behaviour.</li> <li>12. Horse's racing future is reviewed with trainer and owner.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying principles of horse learning in education and re-education of harness horses
- applying safe handling and work practices when dealing with horses
- communicating with trainer, co-workers and others using assertive communication techniques to gather and relay information related to educating horses for racing
- developing balance and tractability of horses
- driving horses from mobile start position
- driving trackwork on young, inexperienced and problem horses
- employing strategies to control horses
- evaluating horse education
- evaluating horse performance
- evaluating risks associated with working with horses
- following instructions of trainer, and working autonomously when necessary with regard to driving horses at trackwork
- identifying behaviour of individual horses
- judging pace and identifying pace at which horse is working
- planning a horse education program

## REQUIRED SKILLS AND KNOWLEDGE

- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting horse performance and wellbeing to trainer
- selecting and applying techniques to correct racing, training and barrier problems
- selecting and using remedial training gear
- using written communication skills to complete workplace documentation and reports.

### Required knowledge

- approved gear
- causes of common harness racing and training problems
- common standardbred behaviour traits
- communication procedures within stable and wider racing industry
- horse education programs
- horse learning theory principles
- indicators of poor performance
- industry terminology related to educating horses for racing
- mobile start procedures
- personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- remedial gear
- standing start procedures
- training plans.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of



## EVIDENCE GUIDE

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this unit and include evidence of the following:

- identification of behaviour and movement that could potentially affect horse performance in harness training and racing
- evaluation of potential for further improvement or progression in training when deciding if there is a benefit in continuing, particularly with re-education
- knowledge of the requirements, procedures and instructions that are to apply when educating harness horses for racing
- demonstration of effective horse handling skills (including corrective techniques) that comply with animal welfare directives
- implementation of procedures and timely techniques for the safe, effective and efficient provision of horse education
- selection and application of appropriate, effective and humane techniques to correct or modify behaviour and performance of horses being prepared or re-educated for harness racing
- working with others to undertake and complete horse education procedures that meet required outcomes.
- Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Harness Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses
- materials and equipment relevant to assessing candidate's ability to educate harness horses for racing
- safe handling and work areas, such as racing stables,

## EVIDENCE GUIDE

### Method of assessment

and training and racetracks

- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Harness Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the harness racing industry to assess a candidate's ability to educate harness horses for racing. Workplaces include harness stables and racecourses, training

## RANGE STATEMENT

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tracks and public areas.

**General care and handling** may include:

- grooming
- hoof care
- hosing
- leading
- rugging
- tying up.

**Mouthed** may include:

- accepting bridle fitting and removal
- accepting pressure on the bit
- being driven in long reins
- turning, stopping and backing up to rein signals.

**Controlled environment** may include:

- areas of different sizes suitable to introduce various gear and equipment, including:
  - area suitable for driving horse at trot for first time
  - area suitable for driving horse at walk for first time
  - breaking yard
  - round yard
  - specified breaking in harness
- quiet surroundings away from distractions
- safe footing
- secure, clearly visible fencing.

**Confidence in driving tasks** may include:

- accepting gear and equipment
- negotiating basic driving techniques, including:
  - accepting direction to work beside and past other horses
  - accepting driver directional aids
  - accepting rein pressure
  - accepting restriction of harness and vehicle
  - backing up
  - becoming less reactive to activities and stimuli within a training centre
  - maintaining gaits at walk, trot and pace
  - moving away from home
  - moving forward
  - stopping
  - turning
- standing quietly while being tacked up or

## RANGE STATEMENT

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- Physical and behavioural causes* may include:
- stripped down.
  - physical causes:
    - damaged or ill-fitting gear
    - condition of teeth
    - possible soreness, for example:
      - back
      - feet
      - hindquarters
      - limbs
      - mouth
      - poll
    - track conditions
    - weather
  - behavioural causes:
    - age
    - aggression with other horses
    - excitement
    - fear of other horses
    - frights caused by a range of stimuli
    - individual horse responses to normal stimuli
    - injury
    - sex.
- Planning an education program* may include:
- application of principles of horse learning theory, including:
    - bonding
    - classical conditioning, for example:
      - conditioned response
      - dominant versus submissive response
      - habituation
    - operant conditioning, for example:
      - extinction response
      - habituation
      - positive and negative reinforcement
      - sensitisation
      - stimulus and response
  - degree of training required, for example:
    - pre-training at long or slow distance work
    - jog work

## RANGE STATEMENT

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*Corrective techniques* may include:

- fast or slow mornings' work
- duration of training program
- encouraging tractability of horse
- improving horses' balance and tempo
- improving horses' response to aids and gear
- reporting horse performance to trainer
- role of sexes in herd structure.
- changing bits
- corrective shoeing
- ensuring health and injury status of horse are not cause of problems
- hoods, blinkers and shadow rolls
- humane use of restraints to control speed and direction
- practising with start equipment
- protective boots and bandages
- working horses away from the track
- working horses with quiet, experienced horses.

## Unit Sector(s)

|             |                     |
|-------------|---------------------|
| Unit Sector | Harness racing code |
|-------------|---------------------|

## Co-requisite units

Co-requisite units

## Functional Area

**Functional Area**                      Racing performance services

## RGRPSH404A Ride horses at trackwork

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to apply advanced track riding skills, participate in professional riding arrangements with trainers, and introduce horses to practice barriers.

To undertake this unit the candidate will be able to apply safe horse handling and workplace OHS standards.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports trackwork riders to develop advanced trackwork riding skills.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

#### Prerequisite units

## Prerequisite units

RGRPSH307A

Exercise horses in pacework

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Apply advanced trackwork riding skills.

1. Horses are ***warmed up to and down from*** working pace and are exercised in a balanced manner in all required gaits.
2. ***Pace of horse*** is judged and maintained for required times and distances according to trainer instructions.
3. ***Rules and etiquette*** for riding on fast tracks are known and practised.
4. Safe entry and exit procedures to all tracks are followed.
5. Trainer instructions are followed.
6. ***Professional judgement*** is applied according to the circumstances.
7. Performance of horse is evaluated and reported to trainer or foreman.

Participate in professional riding arrangements with trainers.



| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                   |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduce horse to practice barriers. | <ol style="list-style-type: none"><li>8. <b>Arrangements</b> to use practice barriers are confirmed.</li><li>9. Horses are entered into and ridden from practice barriers in a <b>safe manner</b> .</li><li>10. <b>Common barrier problems</b> are identified, rectified and reported to trainer or foreman.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe riding and work practices
- communicating with employer, trainer, foreman, supervisor, co-workers and others using assertive communication techniques to gather and relay information related to riding horses at trackwork
- employing techniques to control horses
- evaluating horse performance
- judging pace and identifying pace at which horse is working
- following instructions of trainer, and working autonomously when necessary, with regard to riding horses at trackwork
- identifying and fitting items of approved gear
- identifying and rectifying barrier problems
- identifying and following safe track entry and exit procedures for all tracks
- interpreting and implementing trackwork instructions
- organising commitments and planning work activities
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting horse performance and wellbeing to trainer
- riding horses in pacework and fast work
- riding horses into and from barriers
- selecting aids in accordance with trainer instructions and rules of racing
- using professional judgement
- warming horses up and down
- working horses singly or with other horses in a controlled manner and according to instructions.

## REQUIRED SKILLS AND KNOWLEDGE

### Required knowledge

- approved gear
- barrier operation
- communication procedures within stable and wider racing industry
- common racehorse behaviour traits
- common barrier problems
- different horse paces
- effective working relationships and teamwork
- industry terminology related to riding horses in pacework and fast work
- fast work riding techniques
- personal protective equipment and purpose for its use
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- safe entry and exit points for all tracks.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when riding fast work
- demonstration of advanced trackwork riding skills and practice barrier training for thoroughbred horses
- implementation of procedures and timely techniques for the safe, effective and efficient application of fast work riding skills
- working with others to undertake and complete fast work riding procedures that meet required outcomes.

## EVIDENCE GUIDE

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Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to demonstrate advanced trackwork riding skills and practice barrier techniques
- safe handling and appropriate riding and practice barrier areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other

## EVIDENCE GUIDE

### Guidance information for assessment

units of competency relevant to the industry sector, workplace and job role.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess riding horses at trackwork. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

Horses may ***be warmed up to and down from*** working pace by:

- adhering to local track rules and regulations regarding pace permitted in specific areas
- trotting in bull ring
- trotting or cantering in designated exercise areas
- trotting and cantering on track before pacework or gallops
- easing horse after completing pacework or gallops
- walking or trotting from gap.

***Pace of horse*** may include:

- strong canter
- half pace
- three-quarter pace
- even time
- working gallop.

***Rules and etiquette*** for riding on fast tracks may include:

- additional safety awareness and responsibility when riding fast work
- easing own horse, should other horses become

## RANGE STATEMENT

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | <ul style="list-style-type: none"> <li>loose</li> <li>identifying opening times and days for fast tracks</li> <li>local track rules and regulations</li> <li>obeying markers and witches hats</li> <li>position on track when working past slower horses</li> <li>permitted number for working horses abreast.</li> </ul>                                                                                                                                                                                                        |
| <b>Safe entry and exit procedures</b> to all tracks may include: | <ul style="list-style-type: none"> <li>ensuring proper width space and length between horses when entering and exiting tracks</li> <li>ensuring horse is ridden purposefully past gaps before easing at completion of work</li> <li>ensuring horse does not attempt to duck out of gaps</li> <li>following local track rules and regulations</li> <li>identifying gaps for all tracks</li> <li>observing horse traffic on all tracks</li> <li>riding horse calmly and without delay when entering and exiting tracks.</li> </ul> |
| <b>Professional judgement</b> may be used:                       | <ul style="list-style-type: none"> <li>when rider encounters problems with:             <ul style="list-style-type: none"> <li>own horse</li> <li>track or other horses, for example:                 <ul style="list-style-type: none"> <li>horse soreness or bleeding</li> <li>loose horse</li> <li>track condition, such as slow or heavy</li> <li>track debris.</li> </ul> </li> </ul> </li> </ul>                                                                                                                           |
| <b>Arrangements</b> to use practice barriers may include:        | <ul style="list-style-type: none"> <li>confirming availability of practice barriers with gap attendant or other authorised track personnel</li> <li>confirming trainer requirements for barrier practice</li> <li>following local track rules and regulations regarding barrier use</li> <li>requesting barrier assistant check smooth operation of front and rear gates before introducing horse to barriers.</li> </ul>                                                                                                        |
| Riding horses in a <b>safe manner</b> may include:               | <ul style="list-style-type: none"> <li>adhering to responsibilities under OHS legislation and workplace practices</li> <li>adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government</li> </ul>                                                                                                                                                                                                                                                    |

## RANGE STATEMENT

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regulations covering animal welfare

- ensuring barrier training is conducted when ground is suitable and not slippery
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- following safe operating procedures
- identifying hazards associated with barrier training and applying risk control measures
- identifying and reporting unsafe work practices and procedures
- understanding individual horse's behaviour
- using approved gear in good repair
- using barriers when there is minimal horse traffic in immediate area
- using graduated procedures to accustom horse to barriers
- wearing approved personal protective equipment, including approved Australian Standard helmets, vests, clothing and footwear.

**Common barrier problems** may include:

- horse laying back on gate
- horse laying on sides of stall
- horse burrowing
- horse sitting down
- horse refusing
- horse pulling back
- horse straddling front of stalls.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRPSH405A Ride horses in jump outs

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to ride horses in jump outs, follow trainer's and officials' instructions, comply with rules of racing and local track rules, and identify and respond to horse behaviour problems.</p> <p>To undertake this unit the candidate will be able to apply horse handling skills and workplace OHS standards.</p> <p>This unit of competency operates in work environments of racing stables, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                 |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports apprentice jockeys, approved riders and authorised trackwork riders to ride in jump outs.</p> <p>This unit can be contextualised for other industries while also maintaining the integrity of the unit.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor



## Pre-Requisites

### Prerequisite units

RGRPSH404A Ride horses at trackwork

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                           |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare to ride in jump outs. | <ol style="list-style-type: none"><li>1. <b><i>Trainer instructions</i></b> are sought and followed.</li><li>2. <b><i>Procedures</i></b> for jump outs are followed and rules are complied with.</li><li>3. Barrier attendant and starter instructions are followed.</li></ol> |
| Ride in jump outs.            | <ol style="list-style-type: none"><li>4. Horses are ridden into specified barriers.</li><li>5. Horses are positioned and settled .</li><li>6. Horses are jumped out safely .</li><li>7. Horses are galloped, pulled up and <b><i>warmed down</i></b> .</li></ol>               |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling, riding and work practices when dealing with horses
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to riding in jump outs
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with jump outs
- following instructions
- employing strategies to control horses
- galloping horses
- identifying horse behaviour problems
- identifying and correctly using different items of personal protective equipment
- identifying and correctly using different items of gear and equipment and assessing condition of same in terms of safe use
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- riding horses in jump outs
- riding horses in company
- settling horses in barriers
- warming horses down.

#### Required knowledge

- approved gear
- barrier attendant duties
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- gear adjustment
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- rules of racing
- track rules.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when riding in jump outs
- demonstration of riding and jump out skills related to loading horses into barriers and safely jumping out, following all instructions
- implementation of procedures and timely techniques to complete riding in jump outs safely, effectively and efficiently
- working with others to undertake and complete jump out riding tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to apply jump out riding skills
- safe handling, riding and jump out areas, such as racing stables, and training and racetracks

## EVIDENCE GUIDE

### Method of assessment

- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to ride horses in jump outs. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

***Trainer instructions*** may include:

- horse's action and behaviour
- galloping pace.

## RANGE STATEMENT

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***Procedures*** will include:

- action required should problems occur
- checking time of jump outs
- confirming ride with trainer
- complying with barrier attendant activities when horses are loaded
- making necessary gear adjustment at barriers
- knowledge of maximum number of horses per jump out.

***Rules*** will include:

- relevant rules of racing, including:
  - approved personal protective equipment
  - approved gear
- local track rules, for example:
  - using specified entry and exit points
  - providing horse and trainer information to relevant officials.

***Barrier attendant and starter instructions*** may include:

- barrier attendant:
  - action behind barrier
  - loading horses
- starter:
  - allocated barrier
  - approach to barrier.

***Positioning and settling horses*** will include:

- awareness of expected horse behaviour before entering barriers, for example:
  - becoming agitated or sweaty
  - attempting to bite
  - kicking
  - pulling back or sideways
  - rearing
  - turning in circles
- being alert to potential horse behaviour problems in barriers, for example:
  - becoming cast
  - burrowing
  - laying back on gates
  - sitting down
  - straddling front of stall or adjacent stall
  - turning head into adjacent stall
- identifying good horse behaviour traits and bad horse behaviour traits

## RANGE STATEMENT

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- Jumping out safely*** will include:
- riding horse purposefully and calmly into allocated barrier
  - seeking assistance from barrier attendants
  - talking to and patting horse.
  - adhering to responsibilities under OHS legislation and workplace practices
  - being aware of other horses
  - considering variables that influence behaviour of horses, such as:
    - fences and equipment
    - other persons or animals
    - vehicles
    - wind and noise
  - keeping horse straight.
- Warming down*** may include:
- adhering to local track rules and regulations regarding pace permitted in specific areas
  - easing horse after completing gallop
  - trotting in bull ring
  - walking or trotting from gap.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**      Racing performance services

## RGRPSH406A Develop riding skills for jumping racing

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to select and fit approved gear, calculate distances between jumps, assess features of a jumping course, determine strategies and rules, control horses over jumps in all gaits and discuss plans to improve riding performance.

To undertake this unit the candidate will be able to handle horses safely, follow workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports licensed apprentice jockeys and approved riders to develop riding skills for jumping racing.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor



## Pre-Requisites

### Prerequisite units

RGRPSH404A Ride horses at trackwork

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate riding skills for negotiating basic poles and grids. | <ol style="list-style-type: none"> <li>1. <b><i>Approved jumping gear and personal protective equipment</i></b> for riders and nominated horses are selected and fitted.</li> <li>2. Distances for placement of poles and grids are determined.</li> <li>3. <b><i>Effective seat</i></b> is maintained in all gaits and required movements in negotiating poles and grids.</li> <li>4. Control of <b><i>rhythm, speed, line and balance</i></b> of horse over poles is demonstrated.</li> </ol> |
| Demonstrate basic jumping skills in an arena.                    | <ol style="list-style-type: none"> <li>5. Effective, independent and balanced position is maintained in all gaits in basic jumping exercises .</li> <li>6. Principles of forward movement and straightness, together with correct forward positioning of hands</li> </ol>                                                                                                                                                                                                                       |

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate riding a jumping course at speed. | <p>leading to and during jump are demonstrated.</p> <p>7. Courses are walked and <b><i>correct strides into obstacles</i></b> are understood.</p> <p>8. Courses are jumped as planned.</p> <p>9. Plans for improving jumping performance are discussed with instructor.</p> <p>10. <b><i>Rules for horse and rider</i></b> when jumping are determined.</p> <p>11. Condition and features of course and <b><i>position and characteristics of jumps</i></b> are assessed.</p> <p>12. Track characteristics are used to advantage during jumping efforts.</p> <p>13. Horse is controlled during various phases of the jump and jumping course .</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when handling and riding horses
- assessing characteristics of jumps
- calculating distances
- checking gear and equipment
- communicating with employer, supervisor, instructor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to developing riding skills for jumping racing
- completing duties in accordance with safe operating procedures and nominated time frame
- controlling horses in various jumping racing conditions
- identifying and correctly using different items of personal protective equipment
- identifying and correctly fitting different items of gear and equipment
- identifying strides to a jump
- maintaining an effective seat
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- riding over jumps.

## REQUIRED SKILLS AND KNOWLEDGE

### Required knowledge

- communication procedures within stable and wider racing industry
- height of jumps
- jumping gear and equipment
- jumping exercises
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- riding gear
- rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when developing riding skills for jumping racing
- demonstration of basic jumps riding skills and riding a jumping course at speed
- implementation of procedures and timely techniques for the safe, effective and efficient application of riding skills for jumping racing
- working with others to undertake and apply riding skills for jumping racing that meet required outcomes.

Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to apply riding skills for jumping racing
- safe handling and appropriate jumps riding areas, such as racing stables, and training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women,

## EVIDENCE GUIDE

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people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to develop riding skills for jumping racing. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

***Approved jumping gear and personal protective equipment*** will include:

- horse gear:
  - bridles, including leather or plastic with variety of appropriate bits
  - breastplates
  - girths
  - girth sleeves
  - protective boots
  - rings or running martingales
  - saddles, including exercise pad or jumping saddle
  - saddlecloths and necessary packing
- riding gear:
  - approved Australian Standard helmet, vest, clothing, footwear, goggles and whip.

***Effective seat*** may include:

- aids
- correct racing position with lower heel
- degree of accuracy and control
- leg position
- riding without hands
- riding without stirrups.

***Rhythm, speed, line and balance*** may include:

- cadence
- impulsion

## RANGE STATEMENT

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|                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                  | <ul style="list-style-type: none"><li>• long and low</li><li>• loose and supple</li><li>• engagement</li><li>• over tracking or tracking up</li><li>• roundness</li><li>• straightness</li><li>• tempo</li><li>• topline</li><li>• using the back.</li></ul>                                     |
| <b><i>Effective, independent and balanced position</i></b> may include:                          | <ul style="list-style-type: none"><li>• forward seat riding:<ul style="list-style-type: none"><li>• galloping position</li><li>• cross country position</li></ul></li><li>• in balance with horse at all gaits on the flat and when jumping.</li></ul>                                           |
| <b><i>Basic jumping exercises</i></b> may include:                                               | <ul style="list-style-type: none"><li>• fences jumped in order with rider looking to next jump</li><li>• hand releases appropriate to jump to allow horse to demonstrate natural movement</li><li>• travelling away from and toward other horses.</li></ul>                                      |
| <b><i>Correct strides into obstacles</i></b> may include:                                        | <ul style="list-style-type: none"><li>• half strides</li><li>• identifying horse's length of stride at trot and canter</li><li>• comparing stride length to jumping ability</li><li>• influence of turns</li><li>• long and short distances between related and combination obstacles.</li></ul> |
| <b><i>Rules for horse and rider</i></b> will include:                                            | <ul style="list-style-type: none"><li>• approved gear</li><li>• personal protective equipment</li><li>• rules of racing, including jumping rules</li><li>• track regulations.</li></ul>                                                                                                          |
| <b><i>Position and characteristics of jumps</i></b> may include:                                 | <ul style="list-style-type: none"><li>• angles, lines and turns</li><li>• height of jumps to 1.15m</li><li>• number of jumps</li><li>• uprights, parallels, related fences, spreads and fillers</li><li>• width of spreads.</li></ul>                                                            |
| <b><i>Horse controlled during various phases of the jump and jumping course</i></b> may include: | <ul style="list-style-type: none"><li>• defensive three point position</li><li>• horse balanced and in rhythm</li><li>• keeping to desired line throughout the course</li><li>• metres per minute over entire course</li></ul>                                                                   |

## RANGE STATEMENT

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- horse moving forward.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# RGRPSH407A Educate thoroughbred horses for racing

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to evaluate a horse's level of education, implement a training program and introduce a horse to the barriers following instructions provided by the horse's licensed trainer.

Developing competence in this unit will require a strong emphasis on animal welfare and humane treatment of horses, particularly when re-educating horses with identified problems. Care must be taken to apply the principles of horse learning theory to all aspects of introducing inexperienced horses and horses with schooling problems to education programs for racing.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards.

The candidate must also have a high standard of competence in riding trackwork.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports experienced, licensed trackwork riders authorised to educate thoroughbred horses for racing.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                          |
|------------|--------------------------|
| RGRPSH404A | Ride horses at trackwork |
|------------|--------------------------|

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluate horses' education and implement training plan. | <ol style="list-style-type: none"><li>1. <b><i>Education program</i></b> is planned and discussed with trainer.</li><li>2. Principles of <b><i>horse learning</i></b> are applied.</li><li>3. <b><i>Balance and tractability</i></b> of horses are developed.</li><li>4. Trackwork is introduced and horses are worked individually and with <b><i>other horses at controlled paces</i></b> .</li></ol> |

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduce horses to practice barriers. | <ol style="list-style-type: none"> <li>5. <b>Remedial training techniques</b> and <b>gear</b> are employed when required.</li> <li>6. <b>Arrangements</b> to use practice barriers are confirmed.</li> <li>7. Horses are entered into and ridden from practice barriers in a <b>safe manner</b>.</li> <li>8. <b>Common barrier problems</b> are identified, rectified and reported to trainer.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- communicating with trainer, co-workers and others using assertive communication techniques to gather and relay information related to educating horses for racing
- developing balance and tractability of horses
- employing strategies to control horses
- evaluating horse education
- evaluating horse performance
- evaluating risks associated with working with horses
- judging pace and identifying pace at which horse is working
- following instructions of trainer and working autonomously when necessary with regard to riding horses at trackwork
- identifying and rectifying barrier problems
- identifying and using remedial training gear
- identifying, and incorporating into training the principles of horse learning
- identifying behaviour of individual horses
- planning a horse education program
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting horse performance and wellbeing to trainer
- riding horses into and from barriers
- riding trackwork
- written communication skills to complete workplace documentation and reports.

## REQUIRED SKILLS AND KNOWLEDGE

### Required knowledge

- approved gear
- barrier operation
- communication procedures within stable and wider racing industry
- common racehorse behaviour traits
- common barrier problems
- effective working relationships, including teamwork
- horse education programs
- industry terminology
- personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- remedial gear
- training plans.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- identification of horse behaviour and movement that could potentially affect horse performance in training and racing
- evaluation of potential for further improvement or progression in training when deciding if there is a benefit in continuing, particularly with re-education
- knowledge of the requirements, procedures and instructions that are to apply when educating thoroughbred horses for racing
- demonstration of effective horse handling skills

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## EVIDENCE GUIDE

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(including corrective techniques) that comply with animal welfare directives

- implementation of procedures and timely techniques for the safe, effective and efficient provision of horse education
- selection and application of appropriate, effective and humane techniques to correct or modify behaviour and performance of horses being prepared for thoroughbred racing
- working with others to undertake and complete horse education procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to educate horses for racing
- safe handling and work areas, such as racing stables, and training and racetracks

work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks

## EVIDENCE GUIDE

- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess a candidate's ability to educate thoroughbred horses for racing. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

Planning an ***education program*** will include:

- discussions with trainer
- duration of training program
- degree of training covering pre-training at long, slow distance work and faster work
- fast or slow morning's work
- reporting horse performance to trainer.

Principles of ***horse learning*** include:

- bonding
- conditioned response

## RANGE STATEMENT

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|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                       | <ul style="list-style-type: none"><li>• dominance</li><li>• habituation</li><li>• sensitisation</li><li>• stimulus and response</li><li>• submissive behaviour.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Development of <b>balance and tractability</b> will include:                                          | <ul style="list-style-type: none"><li>• older horses requiring re-education</li><li>• young horses that have been broken in and are preparing for training.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Factors to consider when horses are worked with <b>other horses at controlled paces</b> will include: | <ul style="list-style-type: none"><li>• coping with change of pace from trot, canter and half pace during workouts</li><li>• maintaining safe width space and length between horses</li><li>• moving outside or inside other horses without altering action or baulking</li><li>• moving smoothly from slow canter to faster striding work</li><li>• remaining balanced and travelling on the bit</li><li>• rules and regulations of the track</li><li>• working past gaps without deviating</li><li>• working quietly with other horses or on its own</li><li>• working with confidence with other horses.</li></ul> |
| Factors to consider when <b>remedial training techniques</b> are employed may include:                | <ul style="list-style-type: none"><li>• condition of teeth</li><li>• individual horse behaviour, including:<ul style="list-style-type: none"><li>• bolting</li><li>• climbing</li><li>• head throwing</li><li>• inattention to use of aids</li><li>• opening mouth</li><li>• shying</li><li>• whipping around</li></ul></li><li>• possible soreness, for example:<ul style="list-style-type: none"><li>• back</li><li>• feet</li><li>• hindquarters</li><li>• limbs.</li></ul></li></ul>                                                                                                                              |
| <b>Gear</b> required for remedial training may include:                                               | <ul style="list-style-type: none"><li>• barrier blankets</li><li>• bits</li><li>• blindfolds</li><li>• blinkers</li><li>• ear muffs</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## RANGE STATEMENT

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**Arrangements** to use practice barriers will include:

- nosebands
- pacifiers
- rings
- shadow rolls.
- confirming availability of practice barriers with gap attendant or other authorised track personnel
- confirming trainer requirements for barrier practice
- following local track rules and regulations regarding barrier use
- requesting barrier assistant to check smooth operation of front and rear gates before introducing horse to barriers.

**Safe manner** will include:

- ensuring barrier training is conducted when ground is suitable and not slippery
- identifying hazards associated with barrier training and applying risk control measures, including adhering to safe operating procedures
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- identifying emergency situations, for example:
  - horse injury
  - loose horse
  - rider injury
- identifying and reporting unsafe work practices
- wearing personal protective equipment
- understanding individual horse's behaviour
- using approved gear in good repair
- using barriers when there is minimal horse traffic in the immediate area
- using graduated procedures to accustom horse to barriers, including:
  - walking horse through gates on first occasion before re-entering and closing front and rear gates

## RANGE STATEMENT

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**Common barrier problems** may include:

- accustoming horse to barrier and gate noises while standing calmly in barriers
- trotting horses from barriers before attempting faster exits
- jumping from barriers and riding at controlled canter
- jumping smartly from barriers and working strongly as permitted in available space.
- horse laying back on gate
- horse laying on sides of stall
- horse burrowing
- horse sitting down
- horse refusing
- horse pulling back
- horse straddling front of stalls.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services



# RGRPSH408A Manage horse health and welfare

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to monitor and maintain horse health and welfare; undertake health management programs for horses; ensure provision of safe, compliant and secure housing arrangements; determine horse health problems; decide upon treatment for horses; administer treatment; monitor horse's progress; and plan horse health emergency procedures.

To undertake this unit the candidate will have already achieved or be able to demonstrate competence in the practical care and management of harness or thoroughbred racing horses and application of OHS standards in the workplace.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports senior stablehands, leading hands, trainers and others authorised to manage horse health and welfare.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

**Prerequisite units**

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan horse health and emergency care procedures. | <ol style="list-style-type: none"><li>1. <b><i>Health and emergency care protocols</i></b> and programs are developed and relayed to staff.</li><li>2. Horses are housed in suitable and approved premises that are maintained to health and safety standards specified by <b><i>rules of racing and other regulations</i></b> .</li></ol> |

| ELEMENT                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Undertake health management programs for horses.   | 3. Health status of individual horses is assessed.<br>4. Characteristics, signs and symptoms of healthy and sick or injured horses are reviewed.<br>5. <b>Communicable diseases</b> are identified and control measures implemented.<br>6. Signs and symptoms of distressed or injured horses are identified and prioritised.<br>7. Dental health programs are overseen.<br>8. Vaccination programs are implemented.<br>9. Parasite control programs are implemented.<br>10. Hoof maintenance programs are overseen.<br>11. <b>Health records</b> are compiled and updated. |
| Decide upon treatment for horses.                  | 12. Health care and management are determined.<br>13. Prognosis for <b>common illnesses and injuries</b> is discussed.<br>14. Need for <b>veterinary assistance</b> is determined.<br>15. Need for <b>specialist</b> advice is determined.<br>16. <b>Treatment options</b> are evaluated and preferred option is selected for common injuries and illnesses.                                                                                                                                                                                                                |
| Administer treatment and monitor horse's progress. | 17. Medication or treatments are administered according to stable procedures, directions, and industry and animal welfare regulations.<br>18. Methods of administering medication, recording treatment and monitoring <b>injectible medication</b> are known.<br>19. Oral medication is administered.<br>20. Topical medication is administered.<br>21. <b>Inhalants</b> are administered.<br>22. Horses are bandaged.                                                                                                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying OHS workplace procedures

## REQUIRED SKILLS AND KNOWLEDGE

- applying safe handling and work practices when dealing with horses
- administering medication and treatments
- assessing vital signs of horses
- assessing and responding to illnesses or injuries in horses
- calming and restraining horses
- communicating with employer, stable staff, horse health specialists and others using assertive communication techniques to gather and relay information related to managing health and welfare of horses
- complying with animal welfare policies in the care and management of horses
- developing health and emergency care protocols and programs
- dealing with emergencies
- discussing treatment options
- evaluating risks associated with catching and handling horses
- giving and receiving instructions
- identifying behaviour of individual horses
- identifying and using different treatments in accordance with directions
- identifying illnesses and injuries
- incorporating safe work practices into all horse handling activities
- reporting horse irregularities to stable nominated person
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in handling and providing treatment to horses in the appropriate manner
- written communication skills to compile and maintain horse health records and associated procedural documentation.

## Required knowledge

- appropriate horse housing
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- common illnesses and injuries in horses
- dental programs
- effective working relationships, including teamwork
- emergency protocols and quarantine measures
- handling techniques for horses
- horse first aid
- horse health record systems
- hoof maintenance programs
- methods of restraining horses

## REQUIRED SKILLS AND KNOWLEDGE

- parasite programs
- prohibited substances
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- signs and symptoms of communicable diseases
- types of medication and treatments
- vaccination programs.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when managing horse health and welfare
- implementation of procedures and techniques for the safe, effective and efficient provision of horse health and welfare
- working with others to implement and complete horse health and welfare procedures that meet required outcomes
- consistent timely completion of horse health and welfare management procedures that safely, effectively and efficiently meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments

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## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to manage horse health and welfare
- safe handling areas, such as racing stables and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRCMN401A Maintain and monitor OHS procedures and environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities,

## EVIDENCE GUIDE

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Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to manage horse health and welfare. Workplaces include harness and thoroughbred racing stables and racecourses, training tracks and public areas.

***Health and emergency care protocols*** may include:

- advice to other organisations, as required by rules and regulations
- horse management:
  - comprehensive record keeping
  - routine health checks
  - equipment and gear cleanliness
  - handling and monitoring horses
  - hazard identification
  - maintaining first aid and treatments stores
  - notifiable diseases
  - permissible medication and treatments
  - quarantine measures
  - veterinary or specialist advice and assistance
  - stable and yard cleanliness
- risk control measures:
  - controlling insects and rodents
  - disinfection and hygiene measures
  - fire drills
  - health programs
  - isolation or quarantine of sick horses

## RANGE STATEMENT

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|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | <ul style="list-style-type: none"> <li>• monitoring movement of horses</li> <li>• vaccinations and boosters</li> <li>• waste disposal</li> <li>• staff management:             <ul style="list-style-type: none"> <li>• access to and administration of treatments</li> <li>• communication procedures</li> <li>• emergency drills</li> <li>• literacy and numeracy skills</li> <li>• training.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Situations requiring emergency care</i></b> may include:   | <ul style="list-style-type: none"> <li>• acute illness, for example colic</li> <li>• arterial blood loss</li> <li>• communicable disease</li> <li>• electric shock</li> <li>• fracture</li> <li>• fire</li> <li>• trauma, including track or road accident.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Rules of racing and other regulations</i></b> may include: | <ul style="list-style-type: none"> <li>• Australian and local rules of racing of the state or territory regulatory racing body</li> <li>• Livestock Act</li> <li>• local government regulations, for example:             <ul style="list-style-type: none"> <li>• buildings</li> <li>• disposal of waste</li> </ul> </li> <li>• national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare</li> <li>• OHS legislation and regulations</li> <li>• race club and training track regulations</li> <li>• rules of racing related to prohibited substances, including substances listed below as well as other items defined by racing regulatory authority from time to time:             <ul style="list-style-type: none"> <li>• acidifying agents</li> <li>• alkalising agents</li> <li>• analgesics</li> <li>• antihistamines</li> <li>• anti-inflammatory agents</li> <li>• bronchodilators</li> <li>• buffering agents</li> <li>• diuretics</li> </ul> </li> </ul> |



## RANGE STATEMENT

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|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                 | <ul style="list-style-type: none"><li>• general and local anaesthetics</li><li>• hormones</li><li>• muscle relaxants</li><li>• narcotics</li><li>• respiratory stimulants</li><li>• sedatives</li><li>• tranquillisers</li><li>• vasodilators</li><li>• vitamins administered by injection.</li></ul>                                                                                                              |
| <b><i>Health status of individual horses</i></b> is assessed:                   | <ul style="list-style-type: none"><li>• by routine health checks</li><li>• prior to travelling or racing</li><li>• upon first entering stables</li><li>• when illness or injury is suspected.</li></ul>                                                                                                                                                                                                            |
| <b><i>Methods to assess health status of individual horses</i></b> may include: | <ul style="list-style-type: none"><li>• checking for:<ul style="list-style-type: none"><li>• illness or injury</li><li>• shock or distress</li><li>• lameness</li><li>• soreness</li></ul></li><li>• checking quality and quantity of manure and urine</li><li>• feeling for heat or swelling</li><li>• monitoring feed and water intake</li><li>• monitoring vital signs</li><li>• observing behaviour.</li></ul> |
| <b><i>Communicable diseases</i></b> may include:                                | <ul style="list-style-type: none"><li>• anthrax</li><li>• equine influenza</li><li>• glanders</li><li>• hendra virus</li><li>• Japanese encephalitis</li><li>• rattles</li><li>• ringworm</li><li>• salmonellosis</li><li>• strangles.</li></ul>                                                                                                                                                                   |
| <b><i>Indicators of communicable diseases</i></b> may include:                  | <ul style="list-style-type: none"><li>• blisters, ulceration or erosions</li><li>• dead horses</li><li>• nervousness or other behaviour changes</li><li>• profuse, bloody diarrhoea</li><li>• rapid spread of signs and symptoms throughout stable</li></ul>                                                                                                                                                       |

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**RANGE STATEMENT**

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***Health records information*** will include:

- recent overseas contact
- unexplained lethargy, listlessness or depression
- unusually high numbers of sick horses
- severe hacking cough.
- dates and times of:
  - arrival at stables
  - assessing vital signs
  - illness or injury
  - treatments and vaccinations
- features of horse identification
- name of horse
- name of person administering treatment
- prescribed treatments administered
- treatment instructions
- vital signs at rest.

***Health care and management*** may include:

- administration of treatments
- communication procedures when horses are treated
- disease prevention and control
- emergency care
- emergency phone numbers, for example veterinarian or fire department
- permissible treatments
- procedure for recording treatments
- procedure for recording and reporting vital signs
- routine health checks
- replenishing supplies of first aid kits
- system of referral for injury treatment
- staff access to first aid treatments and materials.

***Common illnesses or injuries*** may include:

- illnesses:
  - circulatory disorders
  - eye, nose and mouth disorders
  - digestive disorders
  - metabolic disorders
  - musculo-skeletal disorders
  - neurological disorders
  - respiratory disorders
  - skin disorders

## RANGE STATEMENT

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|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"><li>• injuries:<ul style="list-style-type: none"><li>• bruises</li><li>• falls</li><li>• girth galls</li><li>• joint injuries</li><li>• sprained ligaments or tendons</li><li>• strained muscles</li><li>• tack rubs</li><li>• wounds.</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Need for veterinary assistance</i></b> may include: | <ul style="list-style-type: none"><li>• horse may:<ul style="list-style-type: none"><li>• be insured</li><li>• have to be treated with racing competition prohibited substances</li><li>• have to be withdrawn from competition</li><li>• require prescription medication</li><li>• require stitching or specialist injury management or treatment</li></ul></li><li>• illness may be:<ul style="list-style-type: none"><li>• contagious condition</li><li>• notifiable disease</li><li>• passed on to humans</li></ul></li><li>• illness or injury may be:<ul style="list-style-type: none"><li>• life threatening or have consequences to ongoing career of horse</li><li>• result of neglect or non-compliance with duty of care.</li></ul></li></ul> |
| <b><i>Specialists</i></b> may include:                    | <ul style="list-style-type: none"><li>• chiropractors</li><li>• dentists</li><li>• farriers</li><li>• massage therapists</li><li>• veterinary surgeons.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Treatment options</i></b> may include:              | <ul style="list-style-type: none"><li>• acupuncture</li><li>• chiropractic</li><li>• exercise, for example walking or swimming</li><li>• hydrotherapy</li><li>• ice and heat</li><li>• laser</li><li>• massage</li><li>• pharmaceutical</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## RANGE STATEMENT

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***Injectible medication*** may be given:

- rest
- ultrasound.
- by adhering to animal welfare guidelines
- in accordance with rules of racing
- intramuscular
- intravenous
- intra-articular
- subcutaneous
- under veterinary supervision.

***Injectible medication considerations*** include:

- alcohol swabs
- correct dosage of medication
- cleanliness of surroundings
- enlisting help of assistant
- fitting restraints, for example bit or twitch
- injection site
- injection type:
  - antibiotics
  - vaccinations
  - vitamins
- method of injection to suit prescribed treatment
- needle gauge
- race meeting blood samples
- procedure for loading syringe
- preparing horse, for example skin swabbing or tapping
- record keeping
- rules of racing
- sterile needles and syringes
- sharps container
- syringe disposal
- using only veterinary-prescribed substances.

***Inhalants*** may include:

- oxygen
- prescribed veterinary treatments
- steam.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# RGRPSH409A Determine nutritional requirements for racing horses

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to prepare rations for racing horses and assess a range of feed, additives and supplements in relation to quality and potential influence on industry regulations.

To undertake this unit the candidate will have already achieved or be able to demonstrate competence in the practical care and management of harness or thoroughbred racing horses and application of OHS standards in the workplace.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports senior stablehands, leading hands, trainers and others authorised to determine nutritional requirements for racing horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                 |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare rations for racing horses. | <ol style="list-style-type: none"><li>1. <b><i>Nutritional principles</i></b> are applied to the formulation of individual rations.</li><li>2. Rations are appropriate to horse's condition, <b><i>workload and stage of training</i></b> .</li><li>3. Basic rations for individual horses are formulated.</li></ol> |
| Assess range of feed,              | <ol style="list-style-type: none"><li>4. Feed is selected on the basis of <b><i>quality, type, and</i></b></li></ol>                                                                                                                                                                                                 |

| ELEMENT                                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| additives and supplements for horses and monitor stable feeding practices. | <p><b><i>nutritional, energy and economic value</i></b> for a particular animal.</p> <ol style="list-style-type: none"> <li>5. <b><i>Supplements and feed additives</i></b> are assessed on the basis of active ingredients, price and nutritional needs for specific horses.</li> <li>6. Supplements and feed additives <b><i>selected are checked</i></b> for industry regulation and animal welfare compliance.</li> <li>7. Potential influence of supplements on the <b><i>total carbon dioxide level (TCO2)</i></b> in racehorses is identified.</li> <li>8. Stable feed records are maintained and monitored and feed order is prepared.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when determining nutritional requirements of horses
- applying nutritional principles
- communicating with employer, supervisor, co-workers and feed merchants using assertive communication techniques to gather, interpret and relay information related to determining nutritional requirements for racing horses
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare policies in the care and management of horses
- identifying and correctly using different feed components and feed supplements
- identifying individual horses
- identifying changes to horse behaviour
- identifying quality, type, and nutritional, energy and economic value of various feeds
- monitoring feed records
- preparing feed orders
- reading and interpreting workplace documentation, including relevant rules of racing
- recognising changes in horses' condition
- recognising spoiled or contaminated feed
- relating to people from a range of social, cultural and ethnic backgrounds and with



## REQUIRED SKILLS AND KNOWLEDGE

varying physical and mental abilities

- reporting problems promptly
- using feed weighing scales
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- horse digestive system
- basic industry terminology related to handling and caring for horses
- communication procedures within stable and wider racing industry
- common horse behaviour, social traits and vices
- economic value of various feeds
- feed and feed supplements
- interaction between feed and supplements that may result in contravention of industry regulations
- nutritional principles in relation to horses' age and needs while spelling, training and racing
- nutritional value of various feeds
- quality of feed
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- sources and importance of energy, protein, fibre, minerals, trace elements and vitamins in a feed ration
- weighing feeds.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when determining

## EVIDENCE GUIDE

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nutritional requirements for racing horses

- implementation of procedures and timely techniques for the safe, effective and efficient determination of nutritional requirements for racing horses
- working with others to undertake and complete tasks related to racing horse nutritional requirements that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness and thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to determine and monitor nutritional requirements of racing horses
- racing stables
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by

## EVIDENCE GUIDE

### Guidance information for assessment

supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRPSH401A Relate anatomical and physiological features to the care and treatment of horses
- RGRPSH408A Manage horse health and welfare
- RGRPSH501A Plan and adapt training and conditioning programs for racehorses.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess determining nutritional requirements for racing horses. Workplaces include harness and thoroughbred stables and racecourses, training tracks and public areas.

***Nutritional principles*** will include:

- digestive system:
  - mouth and teeth
  - stomach
  - small intestine
  - large intestine
- digestive problems:
  - colic
  - ulcers
- feeding habits:

## RANGE STATEMENT

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|                                                                                       |                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                       | <ul style="list-style-type: none"> <li>• effects of temperature</li> <li>• normal eating patterns</li> <li>• stable eating patterns</li> <li>• social influences</li> </ul>                                                                                                                                 |
|                                                                                       | <ul style="list-style-type: none"> <li>• nutrients:             <ul style="list-style-type: none"> <li>• energy</li> <li>• fat</li> <li>• minerals</li> <li>• protein</li> <li>• vitamins</li> <li>• water</li> </ul> </li> <li>• weight of feeds.</li> </ul>                                               |
| <b><i>Workload and stage of training</i></b><br>will include:                         | <ul style="list-style-type: none"> <li>• age</li> <li>• grain and roughage balance</li> <li>• how soon after work or racing to feed</li> <li>• introducing changes slowly</li> <li>• letting down or spelling feeds</li> <li>• monitoring</li> <li>• pre-training feeds</li> <li>• racing feeds.</li> </ul> |
| <b><i>Quality, type, and nutritional, energy and economic value</i></b> will include: | <ul style="list-style-type: none"> <li>• alternative feeds, including oils</li> <li>• contaminants</li> <li>• drought</li> <li>• storage</li> <li>• regional availability.</li> </ul>                                                                                                                       |
| <b><i>Supplements and feed additives</i></b><br>may include:                          | <ul style="list-style-type: none"> <li>• calcium</li> <li>• electrolytes</li> <li>• herbal remedies</li> <li>• iron and minerals</li> <li>• oils</li> <li>• vitamins.</li> </ul>                                                                                                                            |
| <b><i>Supplements and feed additives</i></b><br>are selected and checked to avoid:    | <ul style="list-style-type: none"> <li>• accidental introduction of banned substances that contravene the rules of racing.</li> </ul>                                                                                                                                                                       |
| <b><i>Total carbon dioxide level (TCO<sub>2</sub>)</i></b> will include:              | <ul style="list-style-type: none"> <li>• alkalising agents:             <ul style="list-style-type: none"> <li>• bicarbonates</li> <li>• citrates</li> <li>• lactates</li> <li>• succinates</li> </ul> </li> </ul>                                                                                          |

## RANGE STATEMENT

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- blood levels
- rules of racing.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH410A Prepare for race driving

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to prepare for race driving, identify and practise race driving skills, follow rules of racing, read and interpret form, and research and observe race meeting procedures and protocols.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports harness drivers preparing to accept race drives.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

#### Prerequisite units

RGRPSH402A

Drive horses in pacework and fast work

## Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research race information, rules and protocols. | <ol style="list-style-type: none"><li>1. <b><i>Industry jargon and abbreviations</i></b> used to describe action and performance are interpreted.</li><li>2. Factors that can affect race outcomes are identified.</li><li>3. <b><i>Reports</i></b> on trackwork, and trial and race performance are interpreted.</li><li>4. Race nominations, acceptances and scratching procedures are researched.</li><li>5. Plans are prepared to identify stages of the race for individual horses based on <b><i>rac</i></b><b><i>ing style</i></b> and previous form.</li><li>6. Procedures for <b><i>applying for a license</i></b> to drive in races are investigated.</li></ol> |
| Demonstrate driving skills.                     | <ol style="list-style-type: none"><li>7. Rules related to safe and legal race driving are known and observed during practice.</li><li>8. Driving skills for <b><i>standing starts</i></b> are demonstrated.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**ELEMENT****PERFORMANCE CRITERIA**

- 
9. Driving skills for ***mobile starts*** are demonstrated.
  10. Driving skills in ***a field of horses*** are demonstrated.
  11. Skills for ***pushing out*** are demonstrated.
  12. Techniques for emergency evasive action are known and described.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- assessing track shape and surface
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to preparing to drive horses
- completing duties in accordance with safe operating procedures and nominated time frame
- driving techniques for standing starts, mobile starts and driving in a field of horses
- following instructions
- identifying and correctly using different items of gear and equipment and assessing condition of same in terms of safe use and need for repair
- identifying and interpreting industry jargon and abbreviations
- observing pre and post-race procedures
- predicting horse location within race field during stages of a race using previous form
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- researching classes of races.

#### Required knowledge

- classes of races
- communication procedures within stable and wider racing industry
- drug testing procedures
- industry terminology related to handling and racing horses



## REQUIRED SKILLS AND KNOWLEDGE

- permits and license requirements to drive in races
- potential race problems and suitable evasive action techniques
- purpose of using appropriate personal protective equipment
- race nomination, acceptance and scratching documents and procedures
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when preparing to drive in races
- demonstration of driving skills for standing and mobile starts, driving in a field and applying push out techniques
- implementation of procedures and timely techniques to safely, effectively and efficiently complete preparation for race driving tasks
- interpreting documentation and other sources of racing information to evaluate and assess individual horse's expected performance in a race
- working with others to undertake and complete preparation for race driving tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

## EVIDENCE GUIDE

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### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

This unit is largely practical in nature. Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses that are currently in training
- commercial racing training establishments, and training and racetracks
- materials and equipment relevant to assessing candidate's skills related to preparing for race driving
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English,

## EVIDENCE GUIDE

youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the harness racing industry to assess the skills required to prepare for race driving. Workplaces include harness stables and racecourses, training tracks and public areas.

***Industry jargon and abbreviations*** will include:

- terminology related to:
  - action and behaviour of horses during race
  - age and experience of horses
  - inquiries into the running of races
  - position in a race
  - protests
  - race classes
  - race finish position of runners
  - race incidents
  - stages of a race
  - track conditions.

***Factors that can affect race outcomes*** may include:

- barrier draws
- fitness of horse and level of education
- interference
- race strategies
- race tempo
- wheels locking.

***Reports*** may include:

- form guides
- form reports produced by specialists
- internet
- live race observations
- race books
- steward reports

## RANGE STATEMENT

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***Individual horse's racing style*** may include:

- verbal reports from drivers, trainers or others
- videos.
- coming from behind
- first up race form
- front runners
- number of starts per preparation
- score-up and start manners
- sprint and staying race behaviour.

***Applying for a license*** may include:

- age of applicant
- driving skill assessments
- license class requirements.

***Rules related to safe and legal race driving*** may include:

- careless, improper, incompetent or foul driving
- crossing only when clear of other horses
- drug testing procedures for drivers and horses
- keeping horse straight
- driving horse calmly and safely to and from race stalls
- principles of animal welfare
- whip use.

***Standing starts*** will include:

- balance and control of horse and sulky prior to start
- complying with clerk of course and starter's directions
- control and balance at release of starting stands
- adjusting gait in case of horse breaking
- gaining a field position.

***Mobile starts*** will include:

- score-up procedure prior to start
- complying with clerk of course and starter's directions
- control and balance at release of starting gate
- adjusting gait in case of horse breaking
- gaining a field position.

***Driving in a field of horses*** will include:

- maintaining a safe distance from other horses when:
  - behind horse in front
  - crossing horse
  - side by side.

***Pushing out*** will include:

- adhering to rules of racing relating to push outs
- applying safe pushing out techniques.

## Unit Sector(s)

**Unit Sector** Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH411A Prepare to drive horses in trials

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to drive horses in trials, comply with rules of racing, follow instructions, judge pace and adjust driving technique according to track conditions.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports authorised harness racing personnel to drive horses in trials.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

#### Prerequisite units

RGRPSH410A

Prepare for race driving

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comply with and complete trial procedures. | <ol style="list-style-type: none"><li>1. Horses to be driven in trials are confirmed.</li><li>2. Stewards' and starters' directions are followed.</li><li>3. <b><i>Trainer instructions</i></b> are verified and followed where possible.</li></ol>                                                                                               |
| Apply trial driving skills.                | <ol style="list-style-type: none"><li>4. Warm up and score upare carried out as directed.</li><li>5. Driving skills are appropriate to a variety of track conditions and situations .</li><li>6. <b><i>Pace</i></b> of horse during trial is judged and maintained for required times and distances, according to trainer instructions.</li></ol> |
| Use safe driving skills.                   | <ol style="list-style-type: none"><li>7. <b><i>Rules</i></b> relating to <b><i>safe</i></b> and legal trial driving are known and observed during practice.</li><li>8. Appropriate whip use is demonstrated and <b><i>rules relating to whip use</i></b> are complied with.</li></ol>                                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- anticipating and responding rapidly to changed circumstances in a trial, including emergency situations
- applying safe handling and work practices when dealing with horses
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to driving horses in trials
- completing duties in accordance with safe operating procedures and nominated time frame
- controlling a variety of horses during trials at different tracks, and under different circumstances and track conditions
- following instructions
- following rules of racing
- judging and maintaining pace
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- driving horses to and from barriers
- driving horses in trials
- scoring up
- using whip effectively, following rules of racing and animal welfare guidelines
- warming horses up.

#### Required knowledge

- Australian and local rules of racing and regulations pertaining to trial driving
- classes of trials
- communication procedures with stewards, barrier attendants and trainers
- behaviour of trialling horses
- industry terminology related to handling and racing horses
- pace of trialling horses
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- starting procedures
- stewards' responsibilities
- track rules
- track condition and surfaces
- whip use.



## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when driving in trials
- demonstration of trial driving skills in accordance with racing officials' and trainer's instructions and adhering to relevant rules of racing
- implementation of procedures and timely techniques to complete trial driving tasks safely, effectively and efficiently
- working with others to undertake and complete trial driving tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses that are currently in training

## EVIDENCE GUIDE

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- commercial racing training establishments, training and racetracks, and barrier trials
- materials and equipment relevant to assessing candidate's skills for driving in trials
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the

## RANGE STATEMENT

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workplaces of the racing industry to prepare to drive horses in trials. Workplaces include harness stables and racecourses, training tracks and public areas.

- Stewards' and starters' directions*** may include:
- complying with requests
  - listening for instructions
  - moving on and off track promptly
  - moving to gates promptly
  - providing documentation.
- Trainer instructions*** may include:
- listening and responding
  - following instructions where possible
  - information related to horse's:
    - action
    - barrier manners
    - race or trial behaviour
    - warm-up requirements
  - reasons for trialling:
    - conditioning
    - education or re-education
    - gear change
    - stewards' observation
  - whip use.
- Driving skills*** may include:
- ability to position horse safely in field
  - adapting driving style to suit individual horses
  - adapting driving style to suit trial conditions
  - changing pace
  - constant awareness of other drivers
  - considering variables that influence behaviour of horses, such as:
    - fences and equipment
    - other persons or animals
    - vehicles
    - wind and noise
  - following rules of racing
  - identifying emergency situations, for example:
    - gear breakage
    - horse getting loose
  - judging pace and position in field
  - maintaining balance
  - maintaining control of position and speed
  - maintaining or improving position

## RANGE STATEMENT

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***Track conditions and situations*** may include:

- using aids, including whips
- wearing personal protective equipment.
- camber
- designated track for trials
- track rating
- track surface
- hazards
- negotiating turns
- shifting ground
- undulating ground
- weather.

***Pace*** will include:

- demonstrating understanding of speed relative to trial distance
- following trainer instructions
- slowing or quickening pace.

***Rules relating to safe trial driving*** will include:

- careless, improper, incompetent or foul driving
- crossing only when two lengths clear of other horses
- keeping horse straight
- driving horse calmly and safely to and from the barriers.

***Rules relating to whip use*** will include:

- approved rider use of whip
- features of a legal race-riding whip
- reasons for use of whip
- rules and regulations governing non-use of whip:
  - forward of the horse's shoulder or near its head
  - in an excessive, unnecessary or improper manner
  - when horse is showing no response
  - when horse is out of contention
  - when horse is clearly winning
  - when horse has passed the winning post.

## Unit Sector(s)

**Unit Sector** Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH412A Prepare to drive horses in races

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to drive harness horses in races conducted on racecourses in the harness sector of the Australian racing industry. It requires knowledge of race meeting procedures, planning and preparing for races, acquiring high level driving skills, following safety procedures and communicating with a range of officials and other personnel.

To undertake this unit the candidate will be able to apply safe horse handling skills and workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports licensed drivers to drive harness horses in registered races.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

#### Prerequisite units

## Prerequisite units

|            |                                   |
|------------|-----------------------------------|
| RGRPSH411A | Prepare to drive horses in trials |
| RGRPSH410A | Prepare for race driving          |

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow an appropriate pre and post-race routine.             | <ol style="list-style-type: none"> <li>1. <b><i>Race gear is prepared and checked</i></b> for safety prior to race day and immediately prior to a race.</li> <li>2. Pre and post-race procedures are followed.</li> <li>3. Starting procedures are followed.</li> </ol>                                                                                                                                                                                                                                    |
| Plan and use appropriate race strategies and driving skills. | <ol style="list-style-type: none"> <li>4. <b><i>Form and racing behaviour</i></b> of own horse and other horses and drivers are studied .</li> <li>5. Horses are warmed up to and down from racing pace according to trainer instructions.</li> <li>6. <b><i>Driving skills</i></b> are appropriate to a variety of track conditions and situations.</li> <li>7. <b><i>Strategies</i></b> are modified appropriately as required during races, and according to pace and how race is being run.</li> </ol> |

| ELEMENT         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Report on race. | <p>8. Whip use and technique are appropriate and consistent with rules of racing.</p> <p>9. <i>Horse's race performance</i> is evaluated and reported.</p> <p>10. <i>Critical incidents</i> of races are recalled and reported.</p> <p>11. Protocol for communicating performance is applied.</p> <p>12. Post-race assessment of own performance is undertaken.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- anticipating and responding rapidly to changed circumstances in a race, including emergency situations
- applying safe handling and work practices when dealing with horses
- assessing own performance
- communicating with stewards, racing officials, horse trainer and others using assertive communication techniques to gather, interpret and relay information related to driving horses in races
- completing duties in accordance with safe operating procedures and nominated time frame
- controlling a variety of horses during races at different tracks, and under different circumstances and track conditions
- driving horses in races
- evaluating track features
- following instructions
- following rules of racing
- identifying horse behaviour and action
- identifying and correctly using different items of personal protective equipment
- identifying, preparing and correctly using different items of gear and equipment and assessing condition of same in terms of safe use and need for repair
- implementing sound race strategies and meeting contingencies during race
- judging and maintaining pace
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities



## REQUIRED SKILLS AND KNOWLEDGE

- reporting problems promptly
- using whip effectively, following rules of racing and animal welfare guidelines
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- Australian and local rules of racing and regulations pertaining to race driving
- communication procedures with race meeting personnel and wider racing industry
- common racehorse behaviour traits
- drug testing procedures
- form of racing horses
- handicapping system
- industry terminology related to handling and racing horses
- personal protective equipment and purpose for its use
- pre and post-race procedures
- predicted behaviour or racing style of opposition horses in race
- race gear
- race driving strategies
- race injury to horses
- race meeting documentation
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- starting procedures for standing and mobile starts
- score-up procedures
- track surfaces
- types and classes of races
- warm-up procedures
- whip use.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all the requirements of the performance criteria, required

## EVIDENCE GUIDE

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skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when driving in races
- demonstration of driving skills suitable for race driving and making appropriate judgement calls on driving strategies based on a range of common racing scenarios
- implementation of procedures and timely techniques to complete race driving tasks safely, effectively and efficiently
- working with others to undertake and complete race driving tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses that are currently in training
- commercial racing training establishments, racetracks and registered race meetings
- materials and equipment relevant to assessing candidate's ability to demonstrate race driving skills
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge

## EVIDENCE GUIDE

- observed and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Harness Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to prepare to drive horses in races. Workplaces include harness stables and racecourses, training tracks and public areas.

***Race gear*** will include:

- horse gear:
  - bandages
  - boots
  - breastplate
  - bridle
  - harness
  - head check
  - hobbles (pacing)
  - hopple pins

## RANGE STATEMENT

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|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | <ul style="list-style-type: none"> <li>• hopple shorteners</li> <li>• lugging pole</li> <li>• martingale</li> <li>• pull up or down blinds</li> <li>• race bridle and saddlecloth numbers</li> <li>• reins</li> <li>• removable ear plugs or removable hood</li> <li>• saddle</li> <li>• saddlecloth</li> <li>• shadow rolls</li> <li>• sulky</li> <li>• terrets</li> <li>• tongue ties</li> <li>• whip</li> <li>• personal protective equipment: <ul style="list-style-type: none"> <li>• goggles</li> <li>• helmets</li> <li>• driving boots</li> <li>• vests.</li> </ul> </li> </ul>                                                                                                                                                      |
| Race gear <b><i>preparation and checking</i></b> for safety may include: | <ul style="list-style-type: none"> <li>• checking fit of gear</li> <li>• cleaning gear, including: <ul style="list-style-type: none"> <li>• cleaning and oiling leather</li> <li>• washing hardware</li> <li>• washing plastic, rubber and towelling</li> <li>• washing sulky</li> </ul> </li> <li>• recognising wear and breakage, including: <ul style="list-style-type: none"> <li>• cracked leather</li> <li>• gear slippage</li> <li>• frayed girths and surcingles</li> <li>• perished elastic, rubber or plastic</li> <li>• rusted buckles</li> <li>• split or cracked points</li> <li>• worn padding</li> <li>• worn stitching</li> </ul> </li> <li>• recognising approved gear</li> <li>• replacing worn or broken gear.</li> </ul> |
| <b><i>Pre and post-race procedures</i></b> may include:                  | <ul style="list-style-type: none"> <li>• assessing camber</li> <li>• attending protests and inquiries</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## RANGE STATEMENT

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- checking for track obstacles or possible distractions
- complying with drug testing procedures
- discussing horse's chances and likely race style with owner
- discussing race instructions with trainer
- evaluating surface of tracks
- evaluating track rating
- following parade yard procedures
- inspecting track
- knowing colours of other drivers
- making and announcing a decision to protest
- observing distances between turns and straights
- observing length of straights
- presenting to the start
- providing documentation, including:
  - clearances
  - horse identification documents
  - driver identification documents
  - trainer correspondence
- relating weather conditions to possible racing conditions
- reporting horse performance post-race to trainer and owner.

**Starting procedures** will include:

- asking for assistance when required
- following officials' directions
- listening for name to be called
- moving into and maintaining position at mobile barrier or standing start.

**Form** of own horse and other horses may include:

- assessing performance of horses at a range of distances and on different track surfaces
- predicting stages of race where favourites are likely to move
- reading form guides
- understanding handicapping system
- watching horses trial and race to ascertain performance.

**Racing behaviour** of own horse and other horses may include:

- appearing to falter
- changing gait
- checking
- climbing

## RANGE STATEMENT

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Appropriate ***driving skills*** may include:

- crowding
- laying in or hanging
- not finishing race strongly
- not trying
- over racing
- score-up and start manners
- racing wide.
- adapting driving styles to suit individual horses
- changing direction
- controlling and changing speed
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- dealing with pressure from other drivers for position in field
- following rules of racing
- interpreting trainer instructions
- identifying emergency situations, for example:
  - gear breakage
  - horse fall
  - horse getting loose
- judging pace and position in field
- maintaining balance
- maintaining control of position and speed
- using aids, including:
  - ear plugs
  - lugging poles
  - whips
- judging and maintaining pace, including:
  - knowing sectional times for varying race distances
  - following trainer instructions
  - slowing or quickening pace
  - using speed maps before race to estimate:
    - own place in the run
    - which will be hardest to beat

## RANGE STATEMENT

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|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | <ul style="list-style-type: none"> <li>• which will be running first, second and third</li> <li>• whether there will be speed in the race</li> <li>• who to follow</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| <b>Strategies</b> may require modification because:                   | <ul style="list-style-type: none"> <li>• using own judgement when race is not truly run.</li> <li>• horse not performing as expected</li> <li>• interference</li> <li>• opportunity appears to improve position</li> <li>• horse is slow away from start.</li> </ul>                                                                                                                                                                                                                                                                 |
| Evaluating and reporting <b>horse's race performance</b> may include: | <ul style="list-style-type: none"> <li>• how horse travelled throughout the race</li> <li>• incidents in the race</li> <li>• reason for not finishing closer</li> <li>• whether horse had cover</li> <li>• whether horse was boxed in</li> <li>• whether horse was caught wide.</li> </ul>                                                                                                                                                                                                                                           |
| <b>Critical incidents</b> may include:                                | <ul style="list-style-type: none"> <li>• injury to or distress of horse</li> <li>• interference</li> <li>• loss of stamina or reluctance to race</li> <li>• missing the start.</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| <b>Protocol for communicating performance</b> may include:            | <ul style="list-style-type: none"> <li>• reporting honestly, factually and tactfully</li> <li>• providing information using appropriate language and terms of address</li> <li>• reporting to trainer</li> <li>• providing information to stewards or other officials.</li> </ul>                                                                                                                                                                                                                                                    |
| <b>Post-race assessment of own performance</b> may include:           | <ul style="list-style-type: none"> <li>• discussing drive with trainer or employer</li> <li>• discussing drive with other drivers or mentor</li> <li>• identifying areas where improvement could be made, including:             <ul style="list-style-type: none"> <li>• driving horses of particular classes, experience and racing styles</li> <li>• driving racehorses at trackwork not just at race meetings</li> <li>• practising driving horses working close together</li> </ul> </li> <li>• viewing race videos.</li> </ul> |

## Unit Sector(s)

**Unit Sector**                      Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing performance services



## RGRPSH413A Prepare for race riding

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to prepare for race riding, identify and practise race riding skills, follow rules of racing, read and interpret form, and research and observe race meeting procedures and protocols.</p> <p>To undertake this unit the candidate will be able to ride fast trackwork and follow workplace OHS standards.</p> <p>This unit of competency operates in work environments of racing stables, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit of competency supports apprentice jockeys and approved riders to prepare for riding in races. |
|--------------------------------|---------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

#### Prerequisite units

|            |                          |
|------------|--------------------------|
| RGRPSH404A | Ride horses at trackwork |
|------------|--------------------------|

## Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify and practise race riding skills.       | <ol style="list-style-type: none"> <li>1. <b><i>Techniques for riding short</i></b> in a racing saddle are practised.</li> <li>2. Whip action and seat are refined.</li> <li>3. Pre and post-race riding procedures are observed and understood.</li> </ol>                                                                            |
| Identify factors that can affect race outcomes. | <ol style="list-style-type: none"> <li>4. <b><i>Track shape and surface</i></b> are assessed for impact on individual horse's performance.</li> <li>5. <b><i>Classes of races</i></b> are researched and understood.</li> <li>6. Individual horse's <b><i>racing style</i></b> is recognised.</li> </ol>                               |
| Read and interpret form.                        | <ol style="list-style-type: none"> <li>7. <b><i>Industry jargon and abbreviations</i></b> used to describe action and performance are interpreted.</li> <li>8. Reports on trackwork, trial and race performance are interpreted from a range of sources.</li> <li>9. <b><i>Speed maps</i></b> are interpreted and prepared.</li> </ol> |

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand relevant rules and protocols related to riding in races. | <ol style="list-style-type: none"><li>10. Procedures for applying for a permit to ride in races are investigated.</li><li>11. System of apprentice <i>claims</i> is understood.</li><li>12. <i>Inquiry and protest procedures</i> are identified and interpreted.</li><li>13. Rider booking, and race nomination, acceptance and scratching procedures are researched.</li><li>14. Rules related to safe and legal race riding are known and observed during practice.</li><li>15. Procedures to prepare race saddles to meet handicap weights are researched and practised.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- assessing track shape and surface
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to preparing for race riding
- completing duties in accordance with safe operating procedures and nominated time frame
- following instructions
- identifying and correctly using different items of gear and equipment and assessing condition of same in terms of safe use and need for repair
- identifying industry jargon and abbreviations
- observing pre and post-race procedures
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- riding mechanical horse
- riding short in a racing saddle
- using numeracy skills to interpret predicted speed in a race and prepare speed maps
- weighing in and out

## REQUIRED SKILLS AND KNOWLEDGE

- written communication skills to complete workplace documentation and reports.

### Required knowledge

- apprentice weight claim allowances
- classes of races
- communication procedures within stable and wider racing industry
- drug testing procedures
- enquiry and protest procedures
- industry terminology related to handling and racing horses
- permits to ride in races
- procedures for race nominations, acceptances and scratchings
- procedures to organise rider bookings
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- rules of racing
- speed maps
- whip use.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when preparing to ride in races
- evaluating form and assessing individual horse's expected performance in a race
- implementation of procedures and timely techniques to complete preparation of race riding tasks safely, effectively and efficiently

## EVIDENCE GUIDE

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- interpreting documentation and other sources of racing information
- working with others to undertake and complete preparation of race riding tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills and must be conducted on licensed racetracks in conjunction with the State Principal Racing Authority officials, for example stewards or riding masters.

The following resources must be available:

- a variety of thoroughbred horses that are currently in training
- commercial racing training establishments, and training and licensed racetracks
- materials and equipment relevant to assessing candidate's ability to demonstrate race riding skills
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by

## EVIDENCE GUIDE

|                                            |                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.</p> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p>                                                               |
| <b>Guidance information for assessment</b> | <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p> |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to prepare for race riding. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

|                                                            |                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Techniques for riding short</i></b> may include:     | <ul style="list-style-type: none"> <li>• altering bridge</li> <li>• centre of gravity</li> <li>• local rulings related to leather lengths</li> <li>• mechanical horse practice</li> <li>• position of foot in iron</li> <li>• transition from exercise saddle to racing saddle.</li> </ul> |
| <b><i>Whip action and seat refinement</i></b> may include: | <ul style="list-style-type: none"> <li>• changing hold</li> <li>• pulling the whip</li> <li>• showing the whip</li> <li>• swapping whip between hands</li> <li>• maintaining balance</li> <li>• maintaining control</li> <li>• mechanical horse practice</li> </ul>                        |

## RANGE STATEMENT

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***Pre and post-race riding procedures*** may include:

- principles of animal welfare
- rules of racing related to whip use.
- discussions with trainers or jockeys related to riding instructions
- discussions with stewards related to drug testing procedures
- inspecting track
- observing jockey room procedures
- observing mounting yard procedures
- observing stewards' race meeting activities
- observing the start
- observing weigh in and out.

***Track shape and surface assessment*** may include:

- differences between tracks in various locations
- grass or synthetic tracks
- observing rail position and condition
- observing length of straights
- observing distances between turns and straights.

***Classes of races*** will include:

- restricted
- maiden
- trophy
- classes A to D
- classes 1 to 6
- special conditions
- open transition
- group
- listed.

***Individual horse's racing style*** may include:

- discussions with trainer or foreman and other jockeys
- observing how races are run:
  - jumping from barriers
  - coming from behind
  - front runners
  - sprint and staying races
- watching races and race re-plays.

***Industry jargon and abbreviations*** will include:

- terminology related to:
  - action and behaviour of horses during race
  - age and experience of horses
  - inquiries into the running of races
  - position in a race

## RANGE STATEMENT

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|                                                                                        |                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                        | <ul style="list-style-type: none"> <li>• protests</li> <li>• race finish position of runners</li> <li>• race incidents</li> <li>• stages of a race</li> <li>• track conditions.</li> </ul>                                                                                                                                        |
| <b><i>Speed map interpretation and preparation</i></b> will include:                   | <ul style="list-style-type: none"> <li>• form guides</li> <li>• internet</li> <li>• race books</li> <li>• races, trials and trackwork</li> <li>• stewards' reports</li> <li>• video re-plays.</li> </ul>                                                                                                                          |
| <b><i>Apprentice claims</i></b> will include:                                          | <ul style="list-style-type: none"> <li>• claiming same allowance during race meeting</li> <li>• country, metropolitan and provincial claims</li> <li>• minimum handicap weights</li> <li>• out riding claims</li> <li>• rules of racing</li> <li>• winning rides book.</li> </ul>                                                 |
| <b><i>Identifying and interpreting inquiry and protest procedures</i></b> may include: | <ul style="list-style-type: none"> <li>• discussing forms of evidence</li> <li>• discussing appropriate forms of address and personal presentation</li> <li>• participating in mock inquiries and protests</li> <li>• researching rules of racing</li> <li>• searching internet for results of inquiries and protests.</li> </ul> |
| <b><i>Rules related to safe and legal race riding</i></b> may include:                 | <ul style="list-style-type: none"> <li>• careless, improper, incompetent or foul riding</li> <li>• crossing only when two lengths clear of other horses</li> <li>• keeping horse straight</li> <li>• riding horse calmly and safely into and from barrier.</li> </ul>                                                             |

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code



## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRPSH414A Ride horses in trials

### Modification History

Not Applicable

### Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to ride horses in trials, follow the rules of racing, follow instructions, judge pace and apply riding skills according to track conditions.

To undertake this unit the candidate will be able to ride fast trackwork and follow workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

**Application of the unit** This unit of competency supports apprentice jockeys, approved riders and authorised registered trackwork riders to ride horses in barrier trials.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

#### Prerequisite units

RGRPSH413A

Prepare for race riding

## Prerequisite units

RGRPSH404A

Ride horses at trackwork

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                   |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comply with barrier trial procedures. | <ol style="list-style-type: none"> <li>1. Horses to be ridden in trials are confirmed with trainers.</li> <li>2. Stewards' and barrier attendants' directions are followed.</li> <li>3. <b><i>Trainer or foreman's instructions</i></b> are understood and followed to the best of ability.</li> </ol> |
| Apply trial riding skills.            | <ol style="list-style-type: none"> <li>4. Riding skills are appropriate to a variety of track conditions and situations .</li> <li>5. <b><i>Pace</i></b> of horse during trial is judged and maintained for required times and distances, according to trainer instructions.</li> </ol>                |
| Use safe riding skills.               | <ol style="list-style-type: none"> <li>6. <b><i>Rules</i></b> relating to <b><i>safe</i></b> and legal trial riding are known and observed during practice.</li> <li>7. Appropriate whip use is demonstrated and <b><i>rules relating to whip use</i></b> are known and followed.</li> </ol>           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- anticipating and responding rapidly to changed circumstances in a trial, including emergency situations
- applying safe handling and work practices when dealing with horses
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to riding horses in trials
- completing duties in accordance with safe operating procedures and nominated time frame
- following instructions
- following rules of racing
- judging and maintaining pace
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- riding horses into and from barriers
- riding and controlling a variety of horses during trials at different tracks, and under different circumstances and track conditions
- using whip effectively, following rules of racing and animal welfare guidelines
- warming horses up and down.

#### Required knowledge

- Australian and local rules of racing and regulations pertaining to trial riding
- barrier attendants' responsibilities
- communication procedures with stewards, barrier attendants and horse trainers
- behaviour of trialling horses
- industry terminology related to handling and racing horses
- pace of trialling horses
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- starting procedures
- stewards' responsibilities

## REQUIRED SKILLS AND KNOWLEDGE

- track rules
- track condition and surfaces
- classes of trials
- whip use.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when riding in trials
- demonstration of trial riding skills in accordance with racing officials' and trainer's instructions and adhering to the relevant rules of racing
- implementation of procedures and timely techniques to complete trial riding tasks safely, effectively and efficiently
- working with others to undertake and complete trial riding tasks that meet required outcomes.
- Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

## EVIDENCE GUIDE

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Assessment of the practical components of this unit will be by observation of relevant skills and must be conducted on licensed racetracks in conjunction with the State Principal Racing Authority officials, for example stewards or riding masters.

The following resources must be available:

- a variety of thoroughbred horses that are currently in training
- commercial racing training establishments, training and licensed racetracks, and barrier trials
- materials and equipment relevant to assessing candidate's ability to demonstrate trial riding skills
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to ride horses in trials. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

- Stewards' and barrier attendants' directions*** may include:
- complying with requests
  - listening for instructions
  - moving on and off track promptly
  - moving into gates promptly
  - providing documentation.
- Trainer or foreman's instructions*** may include:
- listening and responding
  - following instructions where possible
  - information related to horse's:
    - action
    - barrier manners
    - race and trial behaviour
    - warm-up requirements
  - reasons for trialling, including:
    - apprentice jockey experience
    - conditioning
    - education or re-education
    - gear change
    - stewards' observation
  - whip use.
- Riding skills*** may include:
- ability to position horse safely in field
  - adapting riding style to suit individual horses
  - adapting riding style to suit trial conditions
  - changing direction
  - changing pace
  - constant awareness of other riders
  - considering variables that influence behaviour of horses, such as:
    - fences and equipment
    - other persons or animals
    - vehicles

## RANGE STATEMENT

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|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <ul style="list-style-type: none"> <li>• wind and noise</li> <li>• following rules of racing</li> <li>• foot position in irons</li> <li>• hands and heels</li> <li>• identifying emergency situations, for example:               <ul style="list-style-type: none"> <li>• gear breakage</li> <li>• horse galloping erratically</li> <li>• horse getting loose</li> </ul> </li> <li>• judging pace and position in field</li> <li>• maintaining balance</li> <li>• maintaining control</li> <li>• maintaining or improving position</li> <li>• practising on mechanical horse</li> <li>• using aids, including whips</li> <li>• wearing approved personal protective equipment, including approved Australian Standard helmets, vests, clothing and footwear.</li> </ul> |
| <b><i>Track conditions and situations</i></b> may include:      | <ul style="list-style-type: none"> <li>• camber</li> <li>• designated track for trials</li> <li>• track rating</li> <li>• track surface</li> <li>• hazards</li> <li>• negotiating turns</li> <li>• shifting ground</li> <li>• undulating ground</li> <li>• weather.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>Pace</i></b> will include:                                | <ul style="list-style-type: none"> <li>• demonstrating an understanding of speed relative to trial distance</li> <li>• following trainer instructions</li> <li>• slowing or quickening pace.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b><i>Rules relating to safe trial riding</i></b> will include: | <ul style="list-style-type: none"> <li>• careless, improper, incompetent or foul riding</li> <li>• crossing only when two lengths clear of other horses</li> <li>• keeping horse straight</li> <li>• riding horse calmly and safely into and from barrier.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><i>Rules relating to whip use</i></b> will include:          | <ul style="list-style-type: none"> <li>• approved rider use of whip</li> <li>• features of a legal race-riding whip</li> <li>• reasons for the use of whip</li> <li>• rules and regulations governing the non-use of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



## RANGE STATEMENT

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the whip, including:

- forward of the horse's shoulder or near its head
- in an excessive, unnecessary or improper manner
- when horse is showing no response
- when horse is out of contention
- when horse is clearly winning
- when horse has passed the winning post.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH415A Ride horses in races

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to ride thoroughbred horses in races conducted on racecourses in the thoroughbred sector of the Australian racing industry. It requires knowledge of race meeting procedures, planning and preparing for races, acquiring high level riding skills, following safety procedures, and communicating with a range of officials and other personnel.

To undertake this unit the candidate will be able to prepare for race riding, ride in trials and follow workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports apprentice jockeys and approved riders to ride thoroughbred horses in registered races and picnic races.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                         |
|------------|-------------------------|
| RGRPSH414A | Ride horses in trials   |
| RGRPSH413A | Prepare for race riding |

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow an appropriate pre and post-race routine.            | <ol style="list-style-type: none"> <li>1. <b><i>Race gear</i></b> is prepared and checked for safety prior to race day and immediately prior to a race.</li> <li>2. <i>Race meeting documentation</i> is provided to officials.</li> <li>3. Track features and racecourse conditions are assessed.</li> <li>4. Pre and post-race procedures are followed.</li> <li>5. Starting procedures are followed.</li> </ol> |
| Plan and use appropriate race strategies and riding skills. | <ol style="list-style-type: none"> <li>6. <b><i>Form</i></b> and <b><i>racing behaviour</i></b> of own horse and other horses and riders are studied.</li> <li>7. Horses are warmed up to and down from racing pace and according to trainer instructions.</li> </ol>                                                                                                                                              |

| ELEMENT         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Report on race. | <ol style="list-style-type: none"> <li>8. <b><i>Riding skills</i></b> are appropriate to a variety of track conditions and situations.</li> <li>9. <b><i>Strategies</i></b> are modified appropriately as required during races and according to pace and how race is being run.</li> <li>10. Whip use and technique are appropriate and consistent with rules of racing.</li> <li>11. <b><i>Horse's race performance</i></b> is evaluated and reported.</li> <li>12. <b><i>Race incidents</i></b> are recalled and reported.</li> <li>13. Protocol for communicating performance is applied.</li> <li>14. Post-race assessment of own performance is undertaken.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- anticipating and responding rapidly to changed circumstances in a race, including emergency situations
- applying safe handling and work practices when dealing with horses
- assessing own performance
- communicating with stewards, racing officials, horse trainer and others using assertive communication techniques to gather, interpret and relay information related to riding horses in races
- completing duties in accordance with safe operating procedures and nominated time frame
- controlling a variety of horses during races at different tracks, and under different circumstances and track conditions
- evaluating track features
- following instructions
- following rules of racing
- identifying horse behaviour and action
- identifying and correctly using different items of personal protective equipment
- identifying, preparing and correctly using different items of gear and equipment and assessing condition of same in terms of safe use and need for repair
- implementing sound racing strategies and meeting contingencies during the race
- judging and maintaining pace
- reading and interpreting workplace documentation, including relevant rules of

## REQUIRED SKILLS AND KNOWLEDGE

racing

- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems promptly
- riding horses in races
- using whip effectively, following rules of racing and animal welfare guidelines
- using videos to review races and riding performance
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- Australian and local rules of racing and regulations pertaining to race riding
- communication procedures with race meeting personnel and wider racing industry
- common racehorse behaviour traits
- drug testing procedures
- form of racing horses
- handicapping system
- industry terminology related to handling and racing horses
- personal protective equipment and purpose for its use
- pre and post-race procedures
- predicted behaviour or racing style of opposition horses in race
- race meeting documentation
- race injury to horses
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- race riding strategies
- starting procedures
- saddlery and other race gear
- track surfaces
- types and classes of races
- weighing procedures
- whip use.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

## EVIDENCE GUIDE

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Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when riding in races
- demonstration of riding skills suitable for race riding and making appropriate judgement calls on riding strategies based on a range of common racing scenarios
- implementation of procedures and timely techniques to complete race riding tasks safely, effectively and efficiently
- working with others to undertake and complete race riding tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills and must be conducted on licensed racetracks in conjunction with the State Principal Racing Authority officials, for example stewards or riding masters.

The following resources must be available:

- a variety of thoroughbred horses that are currently racing
- commercial racing training establishments, racetracks and registered race meetings
- materials and equipment relevant to assessing candidate's ability to demonstrate race riding skills

## EVIDENCE GUIDE

### Method of assessment

- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to ride horses in races. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

***Race gear*** will include:

- approved personal protective equipment, including:

## RANGE STATEMENT

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|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | <ul style="list-style-type: none"> <li>• goggles</li> <li>• helmets</li> <li>• riding boots</li> <li>• silks</li> <li>• vests</li> <li>• whips</li> <li>• business clothes</li> <li>• saddlery, including: <ul style="list-style-type: none"> <li>• breastplates</li> <li>• girths</li> <li>• girth sleeves</li> <li>• lead bag and leads</li> <li>• rings</li> <li>• saddles</li> <li>• surcingles</li> <li>• stirrup irons and leathers</li> <li>• towels and packing</li> </ul> </li> <li>• suitcase or travel bag.</li> </ul>                                                                                                                                                                                                      |
| <b><i>Race gear</i></b> preparation and checking for safety may include: | <ul style="list-style-type: none"> <li>• cleaning gear, including: <ul style="list-style-type: none"> <li>• washing plastic, rubber and towelling</li> <li>• oiling leather</li> </ul> </li> <li>• recognising wear and breakage, including: <ul style="list-style-type: none"> <li>• cracked leather</li> <li>• gear slippage</li> <li>• frayed girths and surcingles</li> <li>• perished elastic, rubber or plastic</li> <li>• rusted buckles</li> <li>• split or cracked points</li> <li>• worn padding</li> <li>• worn stitching</li> </ul> </li> <li>• recognising approved gear</li> <li>• replacing worn or broken gear</li> <li>• selecting appropriate saddles, girths and other gear to meet weight requirements.</li> </ul> |
| <b><i>Race meeting documentation</i></b> may include:                    | <ul style="list-style-type: none"> <li>• apprentice rides book</li> <li>• clearances</li> <li>• trainer's correspondence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Track features and racecourse</i></b>                              | <ul style="list-style-type: none"> <li>• assessing camber</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



## RANGE STATEMENT

**conditions** may include:

- evaluating track rating
- evaluating surface of turf and synthetic tracks
- observing rail position and condition
- observing length of straights
- observing distances between turns and straights.

**Pre and post-race procedures** may include:

- attending protests and inquiries
- claiming allowances
- complying with drug testing procedures
- following mounting yard procedures
- inspecting track
- making and announcing a decision to protest
- presenting to the start
- providing documentation
- receiving riding instructions
- reporting horse's performance post-race to trainer and owner
- weighing in and out.

**Starting procedures** will include:

- asking for assistance when required
- following official's directions
- listening for name to be called
- moving into gates promptly.

**Form** of own horse and other horses may include:

- assessing performance of horses at a range of distances and on different track surfaces
- predicting stages of race where favourites are likely to move
- reading form guides
- understanding handicapping system
- watching horses trial and race to ascertain performance.

**Racing behaviour** of own horse and other horses may include:

- appearing to falter
- barrier manners
- changing stride
- checking
- climbing
- crowding
- laying in or hanging
- not finishing race strongly
- not trying
- over racing

## RANGE STATEMENT

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Appropriate ***riding skills*** may include:

- racing wide.
- adapting riding styles to suit individual horses
- changing direction
- controlling and changing pace
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- dealing with pressure from other riders for position in field
- following rules of racing
- interpreting trainer instructions
- identifying emergency situations, for example:
  - gear breakage
  - horse pecking or falling
  - horse racing erratically
  - horse getting loose
- judging pace and position in field
- maintaining balance
- maintaining control of position and speed
- using aids, including whips
- judging and maintaining pace, including:
  - knowing sectional times for varying race distances
  - following trainer instructions
  - slowing or quickening pace
  - using speed maps before race to estimate:
    - own place in the run
    - which will be hardest to beat
    - which will be running first, second and third
    - whether there will be speed in the race
    - who to follow
- using own judgement when race is not truly run.
- horse not performing as expected
- interference

***Strategies*** may require modification because:

## RANGE STATEMENT

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Evaluating and reporting *horse's race performance* may include:

- opportunity appears to improve position
- horse is slow away from gates.
- how horse travelled throughout race
- incidents in the race
- reason for not finishing closer
- whether horse had cover
- whether horse was boxed in
- whether horse was caught wide.

*Race incidents* may include:

- injury to or distress of horse
- interference
- missing the start.

*Protocol for communicating performance* may include:

- reporting honestly, factually and tactfully
- providing information using appropriate language and terms of address
- reporting to trainer
- providing information to stewards or other officials.

*Post-race assessment of own performance* may include:

- discussing ride with trainer and employer
- discussing ride with other jockeys or mentor
- identifying areas where improvement could be made, including:
  - riding horses of particular classes, experience and racing styles
  - riding racehorses at trackwork not just at race meetings
  - practising riding horses working close together
  - viewing race videos.

## Unit Sector(s)

Unit Sector

Thoroughbred racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRPSH416A Perform trial and race jumping riding skills

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to ride over jumps in races and trials, assess track conditions, judge pace, follow instructions and identify and apply jumps race rules.</p> <p>To undertake this unit the candidate will be able to handle horses safely, follow workplace OHS standards and demonstrate competent riding skills for jumping racing.</p> <p>It is recommended that RGRPSH413A Prepare for race riding, RGRPSH414A Ride horses in trials and RGRPSH415A Ride horses in races are completed and assessed before or in conjunction with this unit of competency.</p> <p>This unit of competency operates in work environments of racing stables, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports apprentice jockeys and approved riders to perform trial and race jumping riding skills.</p> <p>This unit can be contextualised for other industries while also maintaining the integrity of the unit.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

|            |                                          |
|------------|------------------------------------------|
| RGRPSH406A | Develop riding skills for jumping racing |
|------------|------------------------------------------|

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply trial and race jumping riding skills. | <ol style="list-style-type: none"> <li>1. Riding and jumping skills are appropriate to <b><i>a variety of track conditions and situations</i></b> .</li> <li>2. <b><i>Pace of horse over jumps</i></b> is judged and maintained for required times and distances according to trainer instructions where possible.</li> <li>3. <b><i>Rules</i></b> relating to safe and legal race riding over jumps are known and observed during practice.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- anticipating and responding rapidly to changed circumstances in a race, including emergency situations and relevant rules
- applying safe work practices when riding and jumping horses in trials and races
- calculating pace and distances
- checking gear and equipment
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to applying jumping skills in trials and races
- completing duties in accordance with safe operating procedures and nominated time frame
- identifying and correctly using different items of personal protective equipment
- identifying and practising rules of racing relevant to jumping racing jockeys
- identifying and correctly using different items of gear and equipment and assessing condition of same in terms of safe use and need for repair
- identifying track conditions
- judging pace
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- trial and race riding jumps skills
- using videos to review races and riding performance
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- Australian and local rules of racing and regulations pertaining to jumps race riding
- communication procedures within stable and wider racing industry
- industry terminology related to handling and racing horses
- location of tracks for jumps races
- pace of horses
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- track conditions and shape

## REQUIRED SKILLS AND KNOWLEDGE

- types of jumps.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that apply to race and trial riding jumping skills, including rules of racing relevant to jumping racing
- demonstration of jumps riding skills suitable for race riding and making appropriate judgement calls on riding strategies based on a range of common racing scenarios
- implementation of procedures and timely techniques to complete race and trial riding jumping tasks safely, effectively and efficiently
- working with others to undertake and complete application of race and trial riding jumping tasks that meet required outcomes.

Evidence should be collected over a period of time using a range of horses of different ages and sexes, in different circumstances and in different racing stable and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or



## EVIDENCE GUIDE

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Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses that are currently in training for jumping racing
- commercial racing training establishments, racetracks and registered race meetings
- materials and equipment relevant to assessing candidate's ability to demonstrate race and trial riding jumping skills
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform trial and race jumping riding skills. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

***Variety of track conditions and situations*** may include:

- camber
- characteristics of jumps
- differences between tracks at different locations
- distances between turns and straights
- height of jumps for hurdles and steeplechases
- hurdle races
- length of straights
- country, metropolitan and provincial jumping races
- position of jumps
- rail position and condition
- rider ability
- steeplechase races
- surface of tracks
- track rating
- track shape
- viewing race videos to assess known and unknown horse performance at various tracks
- weather conditions.

***Pace of horse over jumps*** may include:

- approaching jumps
- average speed over the course
- calmness
- contact on the bit
- impulsion
- judging sectional times
- metres per minute
- long and short crest release
- out of hand release
- safe pace.

## RANGE STATEMENT

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**Rules** will include:

- A and B class riders, and cross country and picnic riders
- Australian and local rules of racing
- amateur flat races
- handicap weights
- jumps race rules
- country, metropolitan and provincial
- race and trial conditions
- steeple schooling areas
- training sessions.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH417A Participate in protests, inquiries and appeals

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to identify relevant rules of racing; participate in protests, inquiries and appeals; understand procedures; recognise rights and responsibilities; seek advice; and provide clear and accurate information.

It is recommended that RGRCMN001A Comply with the rules of racing and related protocols be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing stables, racecourses, administration buildings and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel to prepare for and participate in protests, inquiries and appeals.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare for protests and inquiries.

1. ***Nature*** of protest or inquiry is known and understood.
2. Relevant ***rules of racing*** are identified.
3. Protest and inquiry ***participants*** are confirmed.

Participate in protests and inquiries.

4. Rights, responsibilities and procedures are understood and observed.
5. Nature of the charge and plea options are verified.
6. ***Clear and accurate information*** is provided in protests and inquiries.

| ELEMENT                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                    |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for appeals.    | 7. <b>Advice</b> is sought prior to lodging appeal.<br>8. Relevant rules of racing are identified.<br>9. Appeals lodged according to rules of racing.                                                                                                                                                                   |
| Participate in appeals. | 10. Rights, responsibilities and procedures are understood and observed.<br>11. Appellant is dressed suitably and addresses tribunal members and others appropriately.<br>12. Written statements and documents are relevant and legible.<br>13. Verbal evidence and statements are succinct and relevant to the appeal. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying relevant industry rules and regulations pertaining to rights, responsibilities and dress codes
- communicating with stewards, racing officials, co-workers and others using assertive communication techniques to gather, interpret and relay information related to protests, inquiries and appeals
- completing procedures within nominated time frames
- gathering evidence relevant to racing or other incidents covered by rules of racing
- identifying rights, responsibilities and procedures of protests, inquiries and appeals
- identifying protest, inquiry and appeal participants
- interpreting and relating personal conduct to rules of racing
- lodging an appeal
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- understanding nature of the protest or inquiry
- verifying nature of the charge and plea options
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- protest, inquiry and appeal processes and procedures

## REQUIRED SKILLS AND KNOWLEDGE

- communication procedures within stable and wider racing industry
- personal grooming and presentation requirements
- protocols and procedures for communicating with stewards and tribunal members
- range of documentation and records used in protests, inquiries and appeals
- relevant rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when participating in protests, inquiries and appeals
- documentation related to information and evidence gathered for a number of protest, inquiry and appeal situations
- implementation of procedures and timely techniques for safe, effective and efficient participation in protests, inquiries and appeals
- working with others to undertake and complete tasks related to managing participation in protests, inquiries and appeals that meet required outcomes.

Evidence should be collected over a period of time and be focused on business activities of an establishment that trains harness or thoroughbred horses. Assessment in a simulated situation must be related to racing industry conditions and context.

#### **Context of and specific resources for assessment**

Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under

## EVIDENCE GUIDE

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standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to effectively participate in protests, inquiries and appeals
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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## RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to participate in protests, inquiries and appeals. Workplaces include administration buildings, harness and thoroughbred stables and racecourses, training tracks and public areas.

- Nature*** of protest or inquiry may include:
- careless riding or driving
  - drug use
  - race meeting or non-race meeting
  - running and handling
  - viewing race footage
  - weight infringement.
- Rules of racing*** may include:
- Australian and local rules of racing
  - animal welfare
  - constitutional
  - interpretation
  - licensing
  - offences
  - penalties
  - registration
  - race meetings
  - stewards
  - syndication.
- Participants*** may include:
- apprentice jockeys
  - apprentice stablehands
  - drivers
  - employers or authorised trainers
  - jockey mentors
  - riders' advisory panel members
  - senior jockeys
  - stewards
  - strappers or stablehands
  - trackwork riders
  - trainer of horse ridden or driven in race
  - other persons nominated by stewards.
- Rights, responsibilities and procedures*** may include:
- appeal against stewards' decision
  - gathering evidence, for example videos

## RANGE STATEMENT

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|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"> <li>• legal parameters within the rules of racing</li> <li>• right to natural justice or procedural fairness during the conduct of inquiries, protests and appeals</li> <li>• responsibilities of employer or trainer</li> <li>• stewards' rights and obligations under the rules of racing when conducting a protest, inquiry or appeal</li> <li>• time frames:             <ul style="list-style-type: none"> <li>• adjournment</li> <li>• dealing with protests immediately due to race meeting commitments</li> <li>• first level and second level appeals</li> <li>• outcome of protest may lead to inquiry at later date.</li> </ul> </li> </ul> |
| <b><i>Clear and accurate information</i></b> may include:    | <ul style="list-style-type: none"> <li>• clarifying what interview is about</li> <li>• presenting clear and accurate information in a logical order</li> <li>• relating evidence with reference to relevant rules and regulations</li> <li>• speaking clearly</li> <li>• using non-discriminatory language</li> <li>• using effective listening and speaking skills</li> <li>• verifying what has been said or done and why it has been said or done.</li> </ul>                                                                                                                                                                                                                          |
| <b><i>Advice</i></b> prior to lodging an appeal may include: | <ul style="list-style-type: none"> <li>• avenue of appeal at first level or second level</li> <li>• application for stay of proceedings</li> <li>• harness code has no first level appeals committee</li> <li>• independent appeals process</li> <li>• legal advice</li> <li>• level of fine or suspension duration</li> <li>• lodgement of notice of appeal and fees</li> <li>• racing appeals tribunal</li> <li>• subject matter of appeals and associated rules of racing</li> <li>• time frame of appeal related to statutory requirement.</li> </ul>                                                                                                                                 |
| <b><i>Dressed suitably</i></b> may include:                  | <ul style="list-style-type: none"> <li>• industry dress codes</li> <li>• personal grooming requirements</li> <li>• personal presentation in the public eye</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## RANGE STATEMENT

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*Addressing tribunal members and others appropriately* may include:

- similar to standards at race meetings, for example member's area.
- addressing tribunal members politely
- refraining from swearing, arguing or fighting
- refraining from interrupting
- remaining patient
- using assertive but not aggressive body language and voice
- using language that is not patronising but at a suitable level.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH418A Set goals to improve racing performance

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to identify factors that impact upon racing performance and performance improvement, identify coping skills, seek assistance when necessary, and manage career and personal priorities.</p> <p>This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                            |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports racing drivers and riders to identify and set goals to improve racing performance.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                 |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply skills to improve racing performance. | 1. Current performance is objectively assessed.<br>2. Barriers to improving performance are identified.<br>3. Performance improvement goals are set. |
| Manage career and personal priorities.      | 4. Career goals are established and prioritised .<br>5. Lifestyle and personal welfare balance is planned.                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- assessing racing performance objectively
- communicating with employer, supervisor, co-workers and others using assertive communication techniques to gather, interpret and relay information related to

## REQUIRED SKILLS AND KNOWLEDGE

- setting goals to improve racing performance
- completing duties in accordance with safe operating procedures and nominated time frame
- distinguishing facts from feelings
- identifying behavioural changes in self
- identifying consequences of actions and responses
- identifying and describing feelings
- identifying impact of poor self-image on family, friends and workmates
- observing emotional changes in self
- planning leisure activities
- planning lifestyle to include work, leisure, family and friends in an appropriate balance
- planning strategies to maintain and improve confidence
- practising relaxation and performance enhancing techniques
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- recognising factors that influence reactions and responses
- recognising benefits to performance of good health, balanced diet and adequate sleep
- setting and continually reassessing career goals.

### Required knowledge

- benefits and disadvantages of stress to performance
- communication procedures within stable and wider racing industry
- effect of human emotions on self and others
- factors that can affect performance
- impact of anxiety on performance
- impact of self-confidence and self-esteem on performance
- principles of self-management
- probability of success or failure in racing
- stress management techniques
- racing industry safety requirements, including safe operating procedures
- relaxation techniques
- relevant rules of racing
- strategies to manage weight problems.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when setting goals to improve racing performance
- implementation of procedures and timely techniques to complete setting of goals to improve racing performance safely, effectively and efficiently
- working with others to undertake and complete tasks related to setting goals to improve racing performance that meet required outcomes.

Evidence should be collected over a period of time and be focused on self-improvement strategies related to improving racing performance. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and context.

### **Context of and specific resources for assessment**

Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to set goals to improve race performance
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit

## EVIDENCE GUIDE

are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRPSH411A Prepare to drive horses in trials
- RGRPSH412A Prepare to drive horses in races
- RGRPSH414A Ride horses in trials
- RGRPSH415A Ride horses in races.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to set goals to improve racing performance. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

### *Barriers to improving*

- frustration over decisions made by employer or others that affect own role and actions



## RANGE STATEMENT

***performance*** may include:

- illnesses and injuries
- inability to objectively assess current skills and potential for improvement
- lack of appropriate goals to improve performance
- lack of exposure to adequate competition
- lack of exposure to good role models
- lack of fitness for driving or riding
- lack of self-discipline to set and achieve realistic and relevant goals
- lack of motivation
- lack of practice of required skills
- lack of suitable mentor
- limited opportunity to drive or ride quality horses
- not using specialist services that could help achieve goals, such as:
  - nutritionist
  - psychologist
  - driving or riding instructor
- poor sleep and eating patterns
- unhappiness in current personal or work life
- self-talk that:
  - suggests current performance can be blamed on others when there is no evidence to support this
  - suggests current performance is good enough when statistics show it is not
  - suggests improvement is not possible due to negative perception of current and potential skills.

***Goals are established and prioritised*** by:

- considering self, family and peer group
- identifying those persons or activities that could benefit performance
- planning and establishing milestones
- setting realistic short-term and long-term goals
- reviewing goals at appropriate intervals.

***Lifestyle and personal welfare balance*** may include:

- importance of awareness of world affairs and local issues as well as general racing industry knowledge to be able to relate to other people
- importance of positive relationships with

## RANGE STATEMENT

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family and friends to self-worth, social skills and self-fulfilment

- importance of rest to performance improvement
- value to performance of non-racing activities that can provide adequate switch-off time and/or provide skills and techniques that transfer to racing.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# RGRPSH419A Manage principles of sports science for jockeys

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to identify the principles of human anatomy and physiology in order to maintain healthy riding weight and manage fitness, including diet, illness and injury.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports apprentice jockeys to manage the principles of sports science for jockeys.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

**Prerequisite units**

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop strength and fitness for jockeys. | <ol style="list-style-type: none"><li>1. Basic principles of <b><i>human anatomy and physiology</i></b> are identified.</li><li>2. Principles of <b><i>fitness</i></b> are applied.</li><li>3. <b><i>Exercise regime</i></b> is determined.</li><li>4. Strengthening exercises are demonstrated.</li></ol>           |
| Develop diet for jockeys.                 | <ol style="list-style-type: none"><li>5. Principles of <b><i>nutrition</i></b> for athletes are applied.</li><li>6. Long-term weight reduction and/or <b><i>weight maintenance</i></b> practices are known.</li><li>7. <b><i>Professional services</i></b> for nutrition and weight control are evaluated.</li></ol> |
| Manage workplace illness and injury.      | <ol style="list-style-type: none"><li>8. Common riding injuries and rehabilitation practices are identified.</li><li>9. Workplace <b><i>illnesses</i></b> and injuries are recognised and managed.</li><li>10. Procedures for <b><i>reporting</i></b> workplace illness or injury are followed.</li></ol>            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying principles of fitness and nutrition
- calculating energy requirements
- communicating with employer, supervisor, co-workers, sports science specialists and others using assertive communication techniques to gather, interpret and relay information related to managing principles of sports science for jockeys
- developing strength and fitness
- demonstrating strengthening exercises
- evaluating professional services
- following rules of racing and safe operating procedures
- identifying indicators of fitness
- identifying principal features of basic human digestive, muscular, nervous and skeletal systems
- identifying relationship between diet and fitness
- managing workplace illness or injury
- maintaining desired weight
- observing weight changes in self
- practising exercise routines
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- recognising factors that influence long-term weight reduction and maintenance
- reporting workplace illness or injury promptly
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- balanced diets
- basic principles of human anatomy and physiology
- communication procedures within stable and wider racing industry
- common riding injuries
- effect of drugs and alcohol
- exercise regimes
- fitness indicators
- hydration and dehydration
- nutrition principles
- principles of fitness
- racing industry safety requirements, including safe operating procedures
- rehabilitation practices

## REQUIRED SKILLS AND KNOWLEDGE

- relevant rules of racing
- reporting procedures
- weight maintenance
- workplace illnesses and injuries.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when managing the principles of sports science for jockeys
- implementation of procedures to and timely techniques to manage the principles of sports science for jockeys
- working with others to undertake and complete related tasks that meet required outcomes.
- Evidence should be collected over a period of time and be focused on activities related to applying sports science principles. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.

#### **Context of and specific resources for assessment**

Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

## EVIDENCE GUIDE

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### Method of assessment

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to manage and apply principles of sports science for jockeys
- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, and may include:

- RGRPSH413A Prepare for race riding
- RGRPSH414A Ride horses in trials
- RGRPSH415A Ride horses in races.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

## RANGE STATEMENT

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The range statement provides details of how this competency can be used in the workplaces of the racing industry to manage the principles of sports science for jockeys. Workplaces include thoroughbred stables and racecourses, training tracks and public areas.

***Human anatomy and physiology*** will include:

- basic digestive system
- basic muscular system
- basic nervous system
- basic skeletal system.

***Fitness*** will include:

- fitness maintenance
- indicators of fitness
- relationship between diet and fitness
- rules of racing
- short-term and long-term effect of drugs and alcohol on the body.

***Exercise regime*** may include:

- elite athlete program
- exercise machines and aids
- exercise routine
- intensive riding periods and down time.

***Nutrition*** may include:

- balanced diets
- basic nutritional guidelines
- eating more or less of particular foods
- energy sources
- fluid replacement related to hydration and dehydration
- five food groups
- nutritional supplements
- requirements for maintaining strength
- sports drinks.

***Weight maintenance*** may include:

- energy intake versus energy expenditure
- inappropriate methods of weight reduction
- medical requirement related to minimum weight for riders
- rules of racing
- sauna use
- scales
- weight gain and loss
- wasting.

***Professional services*** may include:

- coaches
- agents



## RANGE STATEMENT

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|                                                     |                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <ul style="list-style-type: none"><li>• nutritionists</li><li>• sports medicine providers</li><li>• sports psychologists</li><li>• sports scientists</li><li>• other appropriate personnel.</li></ul>                                                                               |
| <b><i>Common riding injuries</i></b> may include:   | <ul style="list-style-type: none"><li>• broken bones</li><li>• bruising</li><li>• jarring</li><li>• concussion</li><li>• strains or sprains.</li></ul>                                                                                                                              |
| <b><i>Rehabilitation practices</i></b> may include: | <ul style="list-style-type: none"><li>• acupuncture</li><li>• chiropractic</li><li>• exercise</li><li>• healing times</li><li>• hydrotherapy</li><li>• ice and heat</li><li>• laser</li><li>• physiotherapy</li><li>• rest</li><li>• sports massage</li><li>• ultrasound.</li></ul> |
| <b><i>Illnesses</i></b> may include:                | <ul style="list-style-type: none"><li>• colds or influenza</li><li>• infections</li><li>• tetanus</li><li>• viruses, including equine morbillivirus.</li></ul>                                                                                                                      |
| Reporting may include:                              | <ul style="list-style-type: none"><li>• employer or relevant trainer</li><li>• racing governing body</li><li>• race clubs</li><li>• state or territory health and safety authority</li><li>• time frames</li><li>• verbal reports</li><li>• written reports.</li></ul>              |

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

Co-requisite units

## Functional Area

Functional Area      Racing performance services

# RGRPSH420A Participate in implementing racehorse exercise programs

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to relate the principles of education and conditioning to the fitness and skill requirements of racing horses, put into action the trainer's exercise program, monitor and report to the trainer the horses' responses to the program, and comply with rules of racing and animal welfare responsibilities and related protocols.

This unit also requires the practical care and management of harness or thoroughbred racing horses and the application of OHS standards in the workplace.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports senior stablehands, trainers and others authorised to participate in implementing exercise programs for racehorses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic fitness to race requirements for racehorses are determined. | <ol style="list-style-type: none"><li>1. Fitness and health of individual horses are profiled.</li><li>2. Methods used to evaluate performance are described and implemented.</li><li>3. <b><i>Indicators of poor adaptation</i></b> to training program are identified.</li></ol> |

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement training program. | <p>4. <b>Factors affecting performance</b> for individual horses are evaluated.</p> <p>5. <b>Stages of training programs</b> for individual horses are determined.</p> <p>6. Methods used to condition horses are evaluated.</p> <p>7. <b>Racing jargon</b> and individual trainer terminology are clarified.</p> <p>8. Daily, weekly and longer-term conditioning and education plans are interpreted.</p> <p>9. Information on <b>daily training plan</b> is relayed to others according to individual responsibility.</p> |
| Review horse performance.   | <p>10. Trackwork, and trial or race performance is reported and results are compared with current fitness and education status.</p> <p>11. <b>Status of horse</b> is reported post-exercise, trial or race.</p> <p>12. Performance and behaviour records are updated.</p> <p>13. <b>Methods and equipment</b> used to improve performance are evaluated.</p> <p>14. Methods used to manage individual horse's temperament and behaviour are evaluated.</p>                                                                   |
| Review race performance.    | <p>15. Horse's recovery is assessed .</p> <p>16. Race performance is assessed.</p> <p>17. Future race and training plans are prepared.</p>                                                                                                                                                                                                                                                                                                                                                                                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with trainer, staff, horse health specialists and others to gather and relay information related to implementing exercise programs for horses
- complying with animal welfare policies when assisting in the management of horses in race preparation
- complying with directions of officials and rules of racing
- dealing with emergencies
- ensuring OHS workplace procedures are followed

## REQUIRED SKILLS AND KNOWLEDGE

- following trainer's conditioning and training program for individual horses
- identifying positive and negative responses to exercise
- identifying benefits and disadvantages of various methods of exercising and conditioning horses for racing
- investigating possible causes of poor performance
- monitoring horse behaviour and response to exercise and reporting to trainer
- predicting potential impact of factors that can affect performance in horses
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- common illnesses and injuries of racing horse
- communication procedures within stable and wider racing industry
- industry terminology related to preparing horses for racing
- OHS obligations and racing industry safe operating procedures
- racing industry animal welfare requirements
- roles and responsibilities of trainers, staff and officials in the care, exercise and management of racehorses
- rules of racing
- signs and symptoms of normal and distressed behaviour in horses
- stable protocols and procedures for pre and post-exercise or race care of horses
- stages of fitness and skill development that racehorses must undergo before they are ready to race
- types of conditioning and training programs for racehorses.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of

## EVIDENCE GUIDE

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this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when training, trialling and racing horses
- demonstration of procedures and timely techniques for the safe, effective and efficient implementation, evaluation and modification of exercise programs for racehorses
- working with others to implement and complete procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable, track and race meeting environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses that are currently in training
- commercial racing training establishments, and training and racetracks
- materials and equipment relevant to assessing candidate's ability to monitor and record trackwork and racing performance and relay information on training and racing horses to trainer, staff and specialists
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge

## EVIDENCE GUIDE

- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRPSH304A Identify factors that affect racehorse performance
- RGRPSH308A Provide first aid and emergency care for horses
- RGRPSH309A Implement feeding programs for racehorses under direction.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to participate in implementing racehorse exercise programs. Workplaces include harness or thoroughbred stables and racecourses, training tracks and public areas.

**Methods** used to evaluate performance include:

- horse has maintained or varied body weight
- horse's recovery after exercise by monitoring vital signs, for example:
  - heart rate



## RANGE STATEMENT

**Indicators** of poor adaptation include:

- respiratory rate
- horse's behaviour in stables and during work
- horse's adaptation to workload, including:
  - ability to continue working without signs of soreness
  - eating up feed and drinking adequate quantity of water
- trackwork, trial and race times.
- blood results
- development of undesirable behaviour patterns, including:
  - bolting
  - box walking
  - jibbing
  - kicking or biting staff or other horses
  - refusing or unwilling when asked to work
  - refusing to enter or remain in start stalls
  - refusing to work with other horses
  - weaving
- lameness
- reluctance to eat
- slow times compared to other horses of same stage of development
- slow recovery rates (vital signs)
- weight loss.

**Factors affecting performance** may include:

- age
- conformation and overall soundness
- experience of and adaptation to living in a racing environment
- gender, for example:
  - colt
  - filly
- previous injuries
- providing enough time between increases in workload to allow adaptation of body systems
- track conditions
- training methods
- type and intensity of work
- willingness of horse to compete against others.

**Stages of training programs** may

- breaking in

## RANGE STATEMENT

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include:

- first preparation
- barrier training
- preparing for specialist race type or distance
- ready to trial
- ready to race
- returning after injury
- returning after spell.

***Methods used to condition horses*** may include:

- beach work
- hacking out
- hill work
- jogging behind a vehicle
- lunging
- riding (harness)
- swimming
- trackwork
- treadmills or walking machines.

***Racing jargon*** may include:

- common and trainer-specific terms used to describe:
  - conformation and anatomical features
  - horse illnesses and injuries
  - horse behaviour:
    - during exercise or racing
    - relating to its adaptation to a racing lifestyle
    - when being handled
    - when in the stable
  - horse's fitness
  - race programs
  - race types, distances and classes
  - racing calendar
  - racing officials
  - rules of racing
- trackwork types, times and distances.

***Daily training plan*** may include:

- educational activities, such as:
  - developing horse's confidence to work close to or move past other horses
  - exposing horse to racing situations, such as:
    - barrier training or jump outs (thoroughbred)

## RANGE STATEMENT

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|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <ul style="list-style-type: none"> <li>• mobile start equipment (harness)</li> <li>• score-up (harness)</li> <li>• standing start (harness)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                           | <ul style="list-style-type: none"> <li>• direction of work</li> <li>• distance and time in various paces</li> <li>• type of work, for example:               <ul style="list-style-type: none"> <li>• swimming</li> <li>• track</li> <li>• walking machine</li> </ul> </li> <li>• working alone or with other horses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Status of horse</b> may include:       | <ul style="list-style-type: none"> <li>• bleeding from:               <ul style="list-style-type: none"> <li>• external injury</li> <li>• nostrils</li> <li>• when urinating</li> </ul> </li> <li>• blowing too much or for too long after exercise or not appearing to be stressed by workload</li> <li>• heat in limbs</li> <li>• horse completed planned work and appears to have recovered from effort without problem</li> <li>• horse overworked due to inability to control</li> <li>• horse refused to work</li> <li>• horse started to work, stopped then reluctant to move, suggesting possible metabolic, digestive or cardiovascular disorder</li> <li>• horse unable to complete planned work</li> <li>• lame</li> <li>• soreness or tenderness in limbs or other body parts</li> <li>• sound</li> <li>• sweating too much or not enough</li> <li>• swelling in limbs.</li> </ul> |
| <b>Methods and equipment</b> may include: | <ul style="list-style-type: none"> <li>• methods:               <ul style="list-style-type: none"> <li>• increasing or reducing workload</li> <li>• spelling horse</li> <li>• working horse in different surroundings</li> <li>• working horse on different surfaces</li> <li>• working horse using non-racing programs, such as equestrian activities</li> </ul> </li> <li>• equipment:               <ul style="list-style-type: none"> <li>• bandages</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |

## RANGE STATEMENT

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- bits
- blinkers or pacifiers
- boots
- ear muffs
- girth types and covers
- head check
- hobble length
- lighter or heavier rider, driver, saddle or vehicle
- lugging pole (harness)
- martingale
- nosebands
- shadow rolls.

***Horse's recovery*** is assessed by:

- monitoring horse's temperature, pulse and respiration
- checking for heat or swelling after cool down
- checking for signs of injury after race
- checking horse movement and behaviour during exercise 48 hours post-race and after strenuous exercise
- monitoring horse response to exercise in week post-race and after strenuous exercise
- monitoring horse's eating and drinking habits 24 hours post-race and after strenuous exercise
- reviewing horse's behaviour for signs of distress or pain.

***Race performance*** may include:

- comparing quality of race field to nominated horse
- considering horse's current fitness and education
- considering race incidents and track and weather conditions that affected nominated horse's performance
- expected race place compared to actual
- race winner time compared to nominated horse time
- reviewing race video for performance in various stages of race
- rider or driver comments
- track record for race distance.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH421A Operate horse racing training business

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to comply with racing regulatory authority requirements as a trainer, including acquiring and maintaining a trainer's license; keeping records and submitting documents to the racing authority; administering payment and invoicing for services; providing safe, healthy and secure facilities suitable for the preparation of horses for racing that also comply with local government requirements; upholding safe operating procedures for the welfare of staff, the public and horses; and conducting training operations that reflect a positive image of racing.

This unit also requires the practical care and management of harness or thoroughbred racing horses and the application of OHS standards in the workplace.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports leading hands, trainers and others authorised or preparing to provide racehorse training services.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                     |
|--------------------------------------|----------------------------------------------------------------------------------------------------------|
| Determine racing business structure. | 1. Rules and regulations relating to obligations and responsibilities of licensed trainers are followed. |

| ELEMENT                                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maintain basic racing record-keeping requirements.        | <ol style="list-style-type: none"> <li>2. Racing premises design, security and location comply with racing, state and local government, animal welfare, OHS and environmental requirements.</li> <li>3. Options for training business structure are evaluated.</li> <li>4. Racing registrations and licenses are organised and maintained.</li> <li>5. <i>Racing documents</i> are completed.</li> <li>6. Horse treatment records are maintained.</li> </ol>     |
| Establish and implement arrangements for training horses. | <ol style="list-style-type: none"> <li>7. Obligations resulting from contractual arrangements are understood and met.</li> <li>8. Expenses involved in training horses are defined and costed.</li> <li>9. Arrangements between trainer, staff, clients and contractors are negotiated, implemented and documented.</li> <li>10. Schedule for payments of fees, invoices and accounts complies with <b><i>racing and financial requirements</i></b> .</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to responsibilities under relevant legislation and workplace practices
- checking invoices and completing payments
- communicating with racing officials, stable staff, horse health specialists and others using assertive communication techniques to gather and relay information related to operating a horse racing training business
- complying with animal welfare policies in the care and management of horses
- conflict resolution
- ensuring license and registration applications are completed and submitted
- ensuring licenses and registrations are maintained
- ensuring security of medications and stable complies with racing regulatory authority requirements
- incorporating safe work practices into all instructions and procedures
- maintaining medication records
- maintaining required insurances



## REQUIRED SKILLS AND KNOWLEDGE

- maintaining staff employment and related payroll records
- maintaining taxation records
- preparing and distributing invoices
- preparing and submitting stable returns
- providing assistance to others in the workplace
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- resolving conflict
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- animal welfare obligations
- business registration and related obligations, including taxation and insurance
- council regulations for the operation of a racing stable
- employment conditions and recruitment options
- license and registration requirements for staff and horses
- OHS obligations and racing industry safe operating procedures
- rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when operating a racing training business
- documentation related to a number and variety of racing horses that are presently in training and housed in registered training facilities

## EVIDENCE GUIDE

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- implementation of procedures and timely techniques for the safe, effective and efficient operation of a racing training business
- working with others to implement and complete procedures that meet required outcomes.

Evidence should be collected over a period of time and be focused on business activities of an establishment that trains harness or thoroughbred horses. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses that are currently in training
- commercial racing training establishments, and training and racetracks
- materials and equipment relevant to assessing candidate's ability to operate a racing training business
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Where performance is not directly observed any evidence

## EVIDENCE GUIDE

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Guidance information for assessment</b></p> | <p>should be authenticated by supervisors or other appropriate persons.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• RGRCMN001A Comply with the rules of racing and related protocols</li> <li>• RGRCMN401A Maintain and monitor OHS procedures and environmental work practices</li> <li>• RGRPSH422A Promote and maintain business arrangements with racehorse owners</li> <li>• RGRPSH504A Develop systems and records for horse racing business training operations.</li> </ul> <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p> |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to operate a horse racing training business. Workplaces include harness and thoroughbred racing stables and racecourses, training tracks and public areas.

- Obligations and responsibilities of licensed trainers*** may include:
- complying with anti-discrimination legislation, including bullying and sexual harassment
  - complying with Australian and local rules of racing of the state or territory regulatory racing body
  - complying with national and state codes of practice; federal, state and territory legislation;

## RANGE STATEMENT

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and local government regulations covering animal welfare

- complying with OHS legislation and regulations and environmental work practices
- complying with legislative requirements for insurance, including:
  - public liability
  - workers' compensation
- confirming arrangements for collection of prize money and distribution to owners
- confirming arrangements for payment of race entry fees and track fees
- confirming owner representatives
- ensuring all staff are registered or licensed
- ensuring stable adheres to council regulations and by-laws, for example:
  - buildings
  - disposal of waste
- instructing staff in safe operating procedures
- maintaining stable security
- providing information to racing regulatory officers.

***Options for training business structure*** may include:

- location of training stables:
  - country
  - metropolitan
  - provincial
- operating as a sole trader, partnership or company
- staffing requirements
- whether trainer needs to register for goods and services tax (GST) and acquire an Australian business number (ABN) for invoicing owners and distributing prize money.

***Racing registrations and licenses*** may include:

- owner-trainer
- public trainer
- shared license options.

***Racing documents*** may include:

- license and registration forms for staff and horses
- medication control information and declarations
- race book

## RANGE STATEMENT

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***Obligations resulting from contractual arrangements*** may include:

- race nominations and acceptances
- race programs
- race results
- race scratching notifications
- feed batch information
- stable medication records
- stable returns
- steward inquiry information and notices.
- license obligations to comply with rules of racing
- Sale of Goods Act
- services agreed must be provided
- staffing contract.

***Expenses involved in training horses*** may include:

- advertising
- box rent or mortgage expenses
- building maintenance
- council rates
- equipment maintenance and repair
- feeding, including supplements
- insurance
- license and registration maintenance
- medication
- office operation expenses
- race entry fees
- saddlery, rug purchase and repair
- specialist services, including:
  - dentist
  - farrier
  - racing colours
  - saddler
  - veterinarian
- taxation obligations
- track fees, including rider or driver
- transport fees
- utilities, including:
  - power
  - telephone
  - water
- vehicle purchase and running costs
- wages and superannuation

## RANGE STATEMENT

***Arrangements between trainer, staff, clients and contractors*** may include:

- workers' compensation.
- client:
  - decisions on when to race a horse
  - decisions on when to retire horse or remove from stables
  - decisions on when and where to spell horse
  - decisions on who pays for horse expenses (flat rate all inclusive or other arrangement)
  - payment of accounts by monthly invoice or other arrangement
  - services to be provided
- contractor:
  - confirming who has authority to order services and equipment on behalf of trainer
  - how will accounts be settled, for example monthly or cash on delivery
  - negotiating plans of treatment or service to be provided for special situations
  - negotiating whether individual client or trainer will be billed for services provided
- staff:
  - conditions of employment, including hours and days of work
  - wages
  - work duties and safe operating procedures
  - race day attendance arrangements
- structured or random performance bonuses.
- ensuring accounts are paid on time to ensure operation of stable is safe and maintains welfare of horses and staff
- meeting taxation obligations, including:
  - GST
  - income taxation
- proving to the satisfaction of the racing regulatory authority that a trainer has the financial resources to operate a racing stable.

***Racing and financial requirements*** may include:

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## **RGRPSH422A Promote and maintain business arrangements with racehorse owners**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to promote the services to be provided, encourage owners to race horses and ensure owners are kept informed of incidents and decisions that affect their horses.

This unit also requires the practical care and management of harness or thoroughbred racing horses and the application of OHS standards in the workplace.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

**Application of the unit** This unit of competency supports trainers and others authorised to train and race horses.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Develop plans for attracting owners.

1. ***Market research techniques*** are employed to identify potential owners.
2. Information on ***training services*** is provided.
3. Information on stable successes is relayed to ***relevant sources***.
4. Opportunities to attract new owners are evaluated.

Determine services

5. Needs of racehorse owners are clarified.
6. Expectations of owners are reviewed in line with rules

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                              |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| required by owners.                  | of racing and racing protocols.                                                                                   |
|                                      | 7. <b><i>Services to be provided</i></b> are confirmed with owners.                                               |
|                                      | 8. Fees and charges are provided to owners.                                                                       |
|                                      | 9. <b><i>Contract for training of horse</i></b> or stable return is completed and lodged with relevant authority. |
| Maintain communications with owners. | 10. <i>Training progress reports</i> are supplied to owners.                                                      |
|                                      | 11. Decisions on future plans for horses are discussed with owners.                                               |
|                                      | 12. Race meeting arrangements for owners are organised.                                                           |
|                                      | 13. Conflict resolution and negotiation skills are used to resolve <b><i>problems with owners</i></b> .           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices while supervising owners around horses
- communicating with owners, staff and others using assertive communication techniques to gather and relay information in the process of promoting and maintaining business arrangements with racehorse owners
- identifying and recruiting potential new clients
- identifying potential conflicts with owners, staff and others and using assertive communication skills to avoid or resolve problems
- preparing accounts for services rendered in the preparation of horses for racing
- preparing information on stable success and performance of horses for owners and media
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in owning or leasing horses for racing
- written communication skills to complete workplace documentation, reports and accounts.

#### Required knowledge

- communication procedures within stable and wider racing industry

## REQUIRED SKILLS AND KNOWLEDGE

- effective working relationships, including teamwork
- industry terminology related to handling and racing horses
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- rights and obligations of trainers and owners when racing horses.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and processes that are to apply when promoting and maintaining business arrangements with owners
- preparation and application of criteria for the safe, effective and efficient maintenance of business arrangements with racehorse owners
- documentation related to a number and variety of racing horses that are presently in training for owners and housed in registered training facilities
- working with others to promote and maintain arrangements that meet required outcomes
- consistent timely completion of promotion, maintenance and decision making processes that safely, effectively and efficiently meet required outcomes.

Evidence should be collected over a period of time and be focused on business activities of an establishment that trains harness or thoroughbred horses. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and

## EVIDENCE GUIDE

### Context of and specific resources for assessment

contexts.

Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

This unit includes practical aspects as well as the research and interpretation of data. Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses that are currently in training
- commercial racing training establishments, and training and racetracks
- materials and equipment relevant to assessing candidate's ability to market and promote participation in racing as an owner, including:
  - racing documentation related to owning and racing horses
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- Market the small business

## EVIDENCE GUIDE

### Guidance information for assessment

- BSBSMB406A Manage small business finances
- BSBSMB407A Manage a small team
- RGRPSH421A Operate horse racing training business
- RGRPSH505A Select horses for racing.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to promote and maintain business arrangements with racehorse owners. Workplaces include harness and thoroughbred racing stables and racecourses, training tracks and public areas.

***Market research techniques*** may include:

- identifying racing participation demographics
- investigating amount of money invested in racing
- researching other trainer services and charges
- reviewing membership numbers
- reviewing participation and money invested in other sports
- surveys.

***Training services*** may include:

- breaking in
- conditioning horses for racing fitness
- educating horses for race starts
- educating horses to settle and try during trials or races
- educating horses to work and race against other horses

## RANGE STATEMENT

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"> <li>• preparing horses for specialist races, including: <ul style="list-style-type: none"> <li>• feature races</li> <li>• interstate</li> <li>• jumping (thoroughbred)</li> <li>• overseas</li> <li>• trotting (harness).</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Relevant sources</b> may include:             | <ul style="list-style-type: none"> <li>• local and racing-specific media sources</li> <li>• local race club</li> <li>• racehorse owner groups</li> <li>• owners, past and present</li> <li>• studmaster of sire of winning horse</li> <li>• owner of dam of winning horse</li> <li>• bloodstock agents or bloodstock sales groups</li> <li>• own website or newsletter.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Needs of racehorse owners</b> may include to: | <ul style="list-style-type: none"> <li>• be able to participate as owner at race meetings</li> <li>• be able to visit horses at trainer's property</li> <li>• be advised if trainer wishes to spell horse</li> <li>• be advised of horse illness or injury</li> <li>• be advised of trial and race dates</li> <li>• be advised on selecting horses for racing</li> <li>• be given a realistic opinion of horse's potential for future success</li> <li>• be kept informed of horse's progress during training and racing</li> <li>• be recognised and shown respect by trainer's staff</li> <li>• be recognised as a valuable client by trainer</li> <li>• be the owner of a winning horse</li> <li>• discuss options for driver or rider in trials or races</li> <li>• discuss racing program plans with trainer.</li> </ul> |
| <b>Services to be provided</b> may include:      | <ul style="list-style-type: none"> <li>• education of horse for racing</li> <li>• feed and board for horse</li> <li>• management of sick or injured horse</li> <li>• rehabilitation after injury</li> <li>• re-schooling of horse for racing</li> <li>• spelling or agistment</li> <li>• training of horse for nominated racing program</li> <li>• transport to and from trackwork, trials and race meetings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |

## RANGE STATEMENT

***Contract for training of horse*** may cover:

- clarifying how specialist or consultant fees will be paid, for example veterinary services
- clarifying obligations of owner and trainer in relation to animal welfare legislation
- date when fees are due
- fee for services provided
- method of payment
- obligations of owner
- obligations of trainer
- provision for dissolving business arrangements
- rights of owner to make decisions on horse activities
- rights of trainer to make decisions on horse welfare and activities
- rights of trainer to recover debts from owner
- services to be provided.

***Training progress reports*** may include:

- comments from drivers or riders in trackwork, trials and races
- days worked and type of work performed and any highlights or incidents
- expected trial and race plans for coming month
- health and injury status, including updates on progress in recovery and expected prognosis for return to racing
- races attended and results
- trials attended and results.

***Decisions on future plans for horses*** may include:

- should horse be:
  - aimed at lower or higher level races
  - assessed by specialist before further plans are made
  - kept with current trainer
  - moved to different location
  - moved to different trainer
  - sold
  - spelled
- should owner be encouraged to stop racing this horse
- should training program be altered.

***Race meeting arrangements for owners*** may include:

- advising owners of race date, location, race number and time
- clarifying number of owners that can

## RANGE STATEMENT

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <p>participate at race meetings if part of a syndicate or partnership</p> <ul style="list-style-type: none"> <li>• clarifying use of mobile phones or other communication devices in or near birdcage or mounting yard</li> <li>• clarifying what rights owners have to participate in appeals, protests or inquiries relating to their horse</li> <li>• clarifying where owners can stand during pre-race and post-race procedures in birdcage or mounting yard</li> <li>• ensuring owners are able to participate in prize-giving ceremonies for their horses</li> <li>• organising tickets or passes for owners</li> <li>• outlining procedures at race meetings so owners are aware of where they can and cannot go.</li> </ul> |
| <b><i>Problems with owners</i></b> may include: | <ul style="list-style-type: none"> <li>• accounts not paid</li> <li>• confusion over what services are included in base training fees</li> <li>• confusion over who makes decisions on horse's training, racing and future plans</li> <li>• fees charged appear to be high per person for members of syndicate</li> <li>• no account provided</li> <li>• not being acknowledged in role as owner</li> <li>• not being kept informed of horse health, injury and racing status</li> <li>• not clarifying fees prior to commencing training</li> <li>• prize money not credited</li> <li>• unspecified additional charges appearing on accounts.</li> </ul>                                                                           |

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes



## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRPSH423A Train horses for jumping racing

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to educate and develop the fitness of horses for jumping racing.

This unit also requires the practical care, management and flat training of racing thoroughbreds and the application of OHS standards in the workplace.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports supervisors, trainers and others in the thoroughbred racing industry responsible for training horses for jumping racing.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

#### Prerequisite units

## Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare horses for jumping education.

1. Horse's ***flatwork skills*** are reviewed.
2. ***Rider skills*** for introducing jumping to horses are prioritised.
3. Horse ***tack and equipment*** for jumping exercises are selected.
4. Horse jumps training sessions are ***planned*** .

Present pole and cavaletti exercises to horses.

5. ***Pole exercises*** are introduced.
6. Cavaletti exercises are introduced.
7. Horse's aptitude for negotiating obstacles is reviewed.

Present jumping obstacles to horses.

8. Single and related distance ***jumping exercises*** are introduced.
9. Racing brush and hurdle fences are introduced.
10. Jumping racing courses are introduced.

| ELEMENT                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan jumps race program. | <ol style="list-style-type: none"><li>11. <i>Horse's welfare</i> is monitored during jumping education and fitness development.</li><li>12. Rules of racing related to jumping racing are reviewed.</li><li>13. Jump racing trials are completed.</li><li>14. Horse's aptitude for jumping racing is evaluated.</li><li>15. Jumps races are selected that are aligned to individual horse aptitude.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying OHS workplace procedures
- applying safe handling and work practices when dealing with horses
- assessing area conditions for safe jumping
- assessing horse's aptitude for jumping obstacles
- assessing horse's aptitude for jumping and jumping racing
- identifying skills required by horses and riders for jumping racing
- communicating with riders, owners, specialists and others using assertive communication techniques to gather and relay information related to skill development in jumping racing for horses
- complying with animal welfare policies in the care and management of horses
- dealing with emergencies
- evaluating risks associated with jumping horses
- giving and receiving instructions
- identifying behaviour traits of individual horses related to introducing and developing jumping skills
- measuring jumping stride and adjusting obstacle distances for individual horses
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- selecting and adjusting distance and height of jumping equipment
- selecting, fitting and maintaining horse tack for jumping
- selecting suitable jumping exercises for level of experience, education and fitness of horses

## REQUIRED SKILLS AND KNOWLEDGE

- supporting others in handling and providing education and exercise for horses learning to jump
- written communication skills to compile and maintain records related to planning, implementing and reviewing jumping education and training.

### Required knowledge

- common horse behaviour traits related to jumping
- common injuries related to jumping exercise and education
- communication procedures within stable and wider racing industry
- controlling techniques for horses
- effective working relationships, including teamwork
- emergency control measures
- industry terminology related to jumps education and racing
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing related to jumping racing
- signs of lameness in horses
- stages of jumping education for horses
- types of jumping obstacles relevant to education and competition in jumping racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- applying safe operating procedures to ensure the safety of horses, riders and others during the education and fitness development of horses for jumping racing
- knowledge of the requirements, procedures and instructions that apply to overseeing the education of

## EVIDENCE GUIDE

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horses for jumping racing

- implementation of procedures and timely techniques for the safe, effective and efficient education and fitness development of horses for jumping racing
- working with others to undertake and complete procedures that meet required outcomes.
- Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable, track and race meeting environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses that are currently in training for jumping racing
- commercial racing training establishments, safe racetrack areas, race meetings and related facilities
- materials and equipment relevant to assessing candidate's ability to plan and oversee the education of horses for jumping racing
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

## EVIDENCE GUIDE

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### Guidance information for assessment

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRPSH502A Plan and implement education of horses for racing.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to train horses for jumping racing. Workplaces include harness or thoroughbred stables and racecourses, training tracks and public areas.

***Flatwork skills*** may include:

- responding to rider aids, including:
  - selection of gait
  - control of speed
  - direction of travel
  - turning signals
  - stopping
  - moving towards unusual objects.

***Rider skills*** may include:

- establishing and maintaining suitable tempo, stride length and control for jumping obstacles from poles on the ground to jumping racing fences
- identifying when horse is not coping with task
- reassuring nervous horse during exercise
- remaining calm and positive while horse is

## RANGE STATEMENT

***Tack and equipment*** may include:

- learning new skills
- riding in a balanced independent seat suitable for jumping
- using positive and negative reinforcement to encourage horse to negotiate obstacles.
- jumping equipment, including:
  - cavaletti
  - ground poles
  - jump fill used to introduce jumping height and solid obstacles, including walls and ground line
  - jump materials to replicate fences used in jumping races, such as brush and ditches
  - jump wings suitable to build vertical and spread fences
- jumping tack, including:
  - breast plates
  - martingales
  - specialist bits
  - specialist shoeing for jumping
- protective equipment for horse, including:
  - bandages
  - brushing boots
  - overreach boots
  - sausage boots
  - splint boots
- suitable arena with safe footing and reasonably level surface.

***Planned jumping sessions*** may include:

- frequency of jumping sessions per week when horse is learning to jump
- length of sessions depending on fitness and experience in jumping
- progression of jumping exercises, from learning to negotiate poles on the ground up to jumping racing obstacles
- type of obstacles used at different stages of education and fitness for jumping.

***Pole exercises*** may include:

- random single poles on the ground negotiated at walk, trot and canter
- grids of poles negotiated at walk, trot and canter on straight and curving lines at distances



## RANGE STATEMENT

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | appropriate for gait and natural stride length of individual horses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>Cavaletti exercises</i></b> may include:                       | <ul style="list-style-type: none"> <li>• random single cavaletti at various heights negotiated at walk, trot and canter</li> <li>• grids of cavaletti at various heights on straight and curving lines negotiated at walk, trot and canter at distances appropriate for gait and natural stride length of individual horses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Aptitude for negotiating obstacles</i></b> may be assessed by: | <ul style="list-style-type: none"> <li>• evaluating horse's:               <ul style="list-style-type: none"> <li>• ability to adjust stride height and length depending on height and distance of poles and cavaletti</li> <li>• ability to establish and maintain a suitable tempo</li> <li>• ability to maintain balance during pole and cavaletti exercises</li> <li>• ability to negotiate poles and cavaletti with a decreasing frequency of hitting the obstacles</li> <li>• willingness to approach obstacles</li> <li>• willingness to negotiate obstacles</li> </ul> </li> <li>• consulting rider and other specialists on horse's potential for jumping racing.</li> </ul>                                                          |
| <b><i>Jumping exercises</i></b> may include:                         | <ul style="list-style-type: none"> <li>• single obstacles of heights from 60cm to 1m, such as:               <ul style="list-style-type: none"> <li>• cross poles</li> <li>• natural obstacles</li> <li>• oxers</li> <li>• triple bars</li> <li>• vertical fences</li> <li>• walls</li> </ul> </li> <li>• related distance jumping exercises of heights from 60cm to 1m, such as:               <ul style="list-style-type: none"> <li>• jumping two to three obstacles in a straight line</li> <li>• jumping two to three obstacles on a curving line</li> <li>• jumping obstacles on a line that changes direction</li> <li>• jumping six to eight obstacles to practise establishing and maintaining balance, style,</li> </ul> </li> </ul> |

## RANGE STATEMENT

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | tempo and speed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>Jumping racing courses</i> may include:      | <ul style="list-style-type: none"> <li>• jumping up to eight obstacles over a distance of 2400m (hurdle) or 2800m (steeplechase), including: <ul style="list-style-type: none"> <li>• hurdle obstacles to 1m</li> <li>• steeplechase obstacles to 1.15m</li> <li>• jumps on undulating country.</li> </ul> </li> </ul>                                                                                                                                                                                |
| <i>Horse's welfare</i> may include:             | <ul style="list-style-type: none"> <li>• checking horse for injuries</li> <li>• deciding if it is safe to jump after assessing work area conditions</li> <li>• increasing workload according to horse's response to previous activities and rider reports</li> <li>• planning appropriate warm-up and cool-down procedures</li> <li>• preventing injuries by selecting appropriate safety and protective equipment</li> <li>• using legal therapies to control heat and swelling in limbs.</li> </ul> |
| <i>Aptitude for jumping racing</i> may include: | <ul style="list-style-type: none"> <li>• establishing and maintaining an appropriate speed and tempo</li> <li>• willingness to negotiate jumping obstacles</li> <li>• willingness to jump in the company of other horses</li> <li>• approaching, jumping and leaving obstacles in balance</li> <li>• willingness to finish the race</li> <li>• ability to develop appropriate stamina for jumping racing.</li> </ul>                                                                                  |

## Unit Sector(s)

|             |                          |
|-------------|--------------------------|
| Unit Sector | Thoroughbred racing code |
|-------------|--------------------------|

## Co-requisite units

### Co-requisite units

## Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## **RGRPSH501A Plan and adapt training and conditioning programs for racehorses**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit of competency specifies the outcomes required to develop training and conditioning plans for racing horses, assessing the horse's adaptation to the plan and modifying the program for individual horses.

To undertake this unit the candidate will have already achieved or be able to demonstrate competence in the practical care and management of harness or thoroughbred racing horses and the application of OHS standards in the workplace.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

#### **Application of the unit**

This unit of competency supports senior stablehands, trainers and others authorised to prepare and condition horses for racing.

The unit focuses on the competencies associated with preparing horses of various ages and abilities for Australian racing programs. Harness and thoroughbred racing occurs under different conditions consequently when performance criteria are applied they will relate to harness or thoroughbred horses and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluate individual horse's current fitness and education. | <ol style="list-style-type: none"> <li>1. <b><i>Behavioural indicators</i></b> of fitness and health are evaluated.</li> <li>2. <b><i>Physiological indicators</i></b> of fitness and health are evaluated.</li> <li>3. <b><i>Performance indicators</i></b> of fitness and adaptation to</li> </ol> |

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | workload of current education program are assessed.                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Prepare conditioning programs for horses. | <ol style="list-style-type: none"> <li>4. Options for training horses in <b>first preparation</b> are determined.</li> <li>5. Options for training horses <b>returning from injury</b> are determined.</li> <li>6. Options for <b>adapting training programs</b> for improved fitness status are evaluated.</li> <li>7. <b>Conditioning program</b> is prepared and documented for individual horses and relayed to others.</li> </ol>                                        |
| Review individual horse's performance.    | <ol style="list-style-type: none"> <li>8. Trackwork times and behaviour are evaluated.</li> <li>9. <b>Corrective or remedial gear</b> is considered to improve individual performance.</li> <li>10. <b>Diet is reviewed</b> and modified as required.</li> <li>11. Horse's performance is <b>compared to racing goals</b>.</li> <li>12. Driver or rider is appointed, giving due consideration to capabilities of horse, in order to maximise horse's performance.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adapting exercise and training programs according to individual animal responses and specific stages of racing preparation
- applying horse health and emergency care procedures
- applying safe handling and work practices when dealing with horses
- communicating with stable staff, horse health specialists and others using assertive communication techniques to gather and relay information related to training and conditioning programs for racehorses
- complying with animal welfare policies in the care and management of horses
- dealing with emergencies
- evaluating horse response to exercise
- identifying normal, abnormal and distressed horse behaviour
- identifying symptoms and signs of adaptation and adaptive failure response to training and conditioning programs
- identifying, fitting and explaining purpose of corrective gear and equipment

## REQUIRED SKILLS AND KNOWLEDGE

- identifying, fitting and explaining purpose of protective gear and equipment
- maintaining OHS workplace procedures
- measuring trackwork times and distances and comparing performance to racing requirements
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in applying training and conditioning programs to horses in appropriate manner
- written communication skills to document training and conditioning programs and record observations post-exercise.

### Required knowledge

- classes and types of racing in Australia
- communication procedures within stable and wider racing industry
- current industry performance requirements for racing
- current trackwork times for various distances and stages of racing preparation
- impact of nutrition and general health on horse performance
- industry terminology related to racing horses
- OHS obligations and racing safe operating procedures
- protocols for trackwork on public tracks
- racing industry animal welfare requirements
- variations in conditioning program requirements for various ages and classes of horses.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and

## EVIDENCE GUIDE

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instructions that are to apply when planning and adapting training and conditioning programs for racehorses

- implementation of procedures and timely techniques for the safe, effective and efficient planning adapting, evaluating and modifying of training and conditioning programs
- working with others to implement and complete programs that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- access to commercial racing training establishments, training and racetracks, and a variety of harness or thoroughbred horses that are currently in training
- materials and equipment relevant to assessing candidate's ability to plan, adapt and modify training and conditioning programs for racehorses
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Where performance is not directly observed any evidence should be authenticated by supervisors or other



## EVIDENCE GUIDE

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                            | <p>appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.</p> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:</p> <ul style="list-style-type: none"> <li>• RGRPSH401A Relate anatomical and physiological features to the care and treatment of horses</li> <li>• RGRPSH408A Manage horse health and welfare</li> <li>• RGRPSH409A Determine nutritional requirements for racing horses.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p>                                                                                                                                                                                                             |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to plan and adapt training and conditioning programs for racehorses. Workplaces include harness and thoroughbred racing stables and racecourses, training tracks and public areas.

|                                                            |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Types of behavioural indicators</i></b> include:     | <ul style="list-style-type: none"> <li>• horses are eating up their feed and drinking sufficient water</li> <li>• horses are willing to complete work tasks and activities</li> <li>• horses are settled in stables or yards</li> <li>• horses are showing signs of lameness or pain.</li> </ul> |
| <b><i>Physiological indicators of fitness</i></b> include: | <ul style="list-style-type: none"> <li>• absence of signs or symptoms of inadequate cooling</li> <li>• absence of signs or symptoms of physiological distress, such as:</li> </ul>                                                                                                               |

## RANGE STATEMENT

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|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                       | <ul style="list-style-type: none"> <li>• colic</li> <li>• exertional rhabdomyolysis (tying up)</li> <li>• thumps</li> <li>• absence of signs or symptoms of swelling, heat or soreness</li> <li>• blood and other test results are within normal parameters</li> <li>• horse's weight is within appropriate parameters</li> <li>• temperature, pulse and respiration are within normal parameters.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b><i>Performance indicators used to evaluate a horse's response to current workload</i></b> include: | <ul style="list-style-type: none"> <li>• horses are able to complete work and exercise tasks</li> <li>• horses are recovering to resting temperature, pulse and respiration after work or exercise tasks within acceptable time frame</li> <li>• work or exercise tasks are completed within acceptable time frames.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Factors to consider for horses in their first preparation for racing</i></b> include:           | <ul style="list-style-type: none"> <li>• exercise speed and duration are appropriate for fitness status, giving consideration to the need to avoid overexcited animals working faster or longer than was planned</li> <li>• horse's ability to settle into training environment</li> <li>• length of time between breaking and commencing first training period</li> <li>• length of time in training before a spell to allow recovery and adaptation time as well as a mental break from a racing routine</li> <li>• more conditioning time is required to allow for physical adaptation of musculo-skeletal, cardiovascular and respiratory systems</li> <li>• physical maturity of horse</li> <li>• track or exercise facility conditions, for example: <ul style="list-style-type: none"> <li>• track rating</li> </ul> </li> <li>• track surface condition.</li> </ul> |
| <b><i>Considerations for horses returning from injury</i></b> include:                                | <ul style="list-style-type: none"> <li>• consultation and monitoring under veterinary supervision</li> <li>• length of time out of training since injury</li> <li>• location of injury and tissue damage sustained</li> <li>• need for controlled exercise to aid recovery</li> <li>• need for ongoing therapy or management of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## RANGE STATEMENT

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|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | <p>injured tissue</p> <ul style="list-style-type: none"><li>• options of using alternative methods of exercise, including swimming</li><li>• prognosis for returning to competitive racing performance post-injury</li><li>• significance of track conditions to the type of injury sustained, for example:<ul style="list-style-type: none"><li>• heavy or deep tracks</li><li>• wet or slippery surfaces.</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b><i>Options for adapting training programs</i></b> include:</p>      | <ul style="list-style-type: none"><li>• changing training venue:<ul style="list-style-type: none"><li>• changing climatic location, for example:<ul style="list-style-type: none"><li>• lower humidity</li></ul></li><li>• more or less rain</li><li>• change in size of training enterprise, for example large versus small training establishment</li><li>• change in racing direction</li></ul></li><li>• introducing variation in exercise types, for example:<ul style="list-style-type: none"><li>• hacking out</li><li>• jogger</li><li>• riding (harness)</li><li>• ponging</li><li>• swimming</li><li>• treadmill or walker</li></ul></li><li>• training from paddock rather than from stable</li><li>• training on or away from race meeting venues</li><li>• varying length of time or frequency of exercise periods</li><li>• working horses in company or alone</li><li>• working horses with a pacemaker.</li></ul> |
| <p><b><i>Preparing conditioning programs for horses</i></b> includes:</p> | <ul style="list-style-type: none"><li>• horse's confidence working close to others</li><li>• individual horse's current stage of fitness</li><li>• individual horse's personality and behaviour</li><li>• length of training session</li><li>• type of work included over a week, for example:<ul style="list-style-type: none"><li>• in water</li><li>• on beach</li><li>• on hills</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## RANGE STATEMENT

***Factors to consider when reviewing trackwork times and behaviour*** include:

- on public or private track.
- are trackwork times within acceptable parameters for a particular track and conditions
- is horse willing to go past others during trackwork
- is horse willing to work close to others
- is horse worked with others or alone to gain these times.

***Corrective or remedial gear*** may include:

- assorted bits
- blinkers or hood
- harness specific:
  - ear muffs
  - head check
  - lugging pole
  - nosebands
  - spreaders
- thoroughbred specific:
  - barrier blanket
  - ear muffs
  - martingale
  - nosebands.

***Factors to consider when diet is reviewed*** include:

- access to fresh pasture
- appropriate volume of feed
- balance of concentrates and roughage in diet
- changed eating patterns
- drinking appropriate volume of water daily
- horse's appetite
- levels of protein, carbohydrates, vitamins and minerals in the diet
- presence of potentially diet-related illnesses, including:
  - colic
  - deficiency in electrolytes indicated in blood tests
  - excessive sweating or insufficient sweating
  - exertional rhabdomyolysis (tying up)
  - horse being diagnosed with ulcers
- teething conditions leading to inability to eat hard feed temporarily.

## RANGE STATEMENT

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***Performance compared to racing goals*** includes:

- a more effective assessment of horse readiness to run may be required, for example:
  - blood tests
  - fast workout with another known horse or group of horses
  - fitness test
- animal welfare and racing guidelines for the amount of work
- does horse need a few trials and/or races to reach peak performance
- expected time frame to first trial or race
- hormone control, for example:
  - mares
  - stallions versus geldings
- race class or type that horse is being prepared for
- specialist advice required to review fitness, for example:
  - farrier
  - therapist
  - veterinarian
- trainer style, methods and size of establishment versus horse response.

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

Functional Area      Racing performance services

# RGRPSH502A Plan and implement education of horses for racing

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to prepare horses for life in a racing establishment, including educational opportunities to expose horses to the routines and activities that occur in a racing training complex and at a racing meeting, using industry-approved techniques and principles of learning theory, animal welfare and OHS.

To undertake this unit the candidate will have already achieved or be able to demonstrate competence in the practical care and management of harness or thoroughbred racing horses and the application of OHS standards in the workplace.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports senior stablehands, trainers and others authorised to educate horses for racing.

The unit focuses on the competencies associated with preparing horses of various ages and abilities for Australian racing programs. Harness and thoroughbred racing occurs under different conditions consequently when performance criteria are applied they will relate to harness or thoroughbred horses and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oversee introduction of racing husbandry practices. | <ol style="list-style-type: none"><li>1. Opportunities to familiarise horses with <b><i>racing stable activities</i></b> are provided.</li><li>2. Opportunities to familiarise horses with <b><i>racing tack and equipment</i></b> are provided.</li><li>3. Remedial or corrective equipment is introduced.</li></ol> |



| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oversee introduction of racing exercise practices.            | <ol style="list-style-type: none"> <li>4. Opportunities to acclimatise horses to exercise related activities are provided.</li> <li>5. Acclimatisation of horses to working on the track is supervised.</li> <li>6. <b>Race start activities</b> , procedures and equipment are introduced to horses.</li> </ol>                                                                                                    |
| Evaluate horses' adaptation to racing routines and equipment. | <ol style="list-style-type: none"> <li>7. <b>Social and housing needs</b> of individual horses are identified.</li> <li>8. <b>Horses' condition</b> and general health are reviewed.</li> <li>9. Horses' acclimatisation to stable and training routines and gear is reviewed.</li> <li>10. <b>Specialist advice</b> is sought where necessary to modify behaviour or introduce race or exercise skills.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying horse learning principles to the introduction of young or inexperienced horses to new or stressful activities and environments
- applying safe handling and work practices when dealing with horses
- communicating with stable staff, horse health specialists and others using assertive communication techniques to gather and relay information related to education of horses for racing
- complying with animal welfare policies in the care and management of horses
- consulting specialists for the training and handling of horses
- dealing with emergencies
- directing or instructing others in the handling of horses
- evaluating options for handling and educating horses
- identifying and modifying potentially stressful or hazardous situations and activities for young and inexperienced horses
- identifying relaxed and distressed behavioural characteristics in horses
- identifying, fitting and using different items of riding or driving gear and assessing their condition in terms of safe use and need for repair
- identifying, fitting and using different items of exercise and protective equipment on horses

## REQUIRED SKILLS AND KNOWLEDGE

- maintaining OHS workplace procedures
- modifying or adapting training and education practices in relation to individual horse response to stimuli
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supporting others in applying education programs to horses in the appropriate manner
- written communication skills to document education programs and record observations.

### Required knowledge

- activities that racing horses are required to perform
- behaviour of horses in normal and distressed states
- communication procedures within stable and wider racing industry
- indicators of horse's ability to comprehend and complete required tasks
- industry terminology related to education of racing horses
- OHS protocols and racing industry safety requirements, including safe operating procedures
- principles of horse anatomy and physiology
- racing industry animal welfare requirements.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when planning and introducing racing husbandry and exercise practices to racehorses

## EVIDENCE GUIDE

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- implementation of procedures and timely techniques for the safe, effective and efficient introduction of industry-approved routines and activities related to educating horses for racing
- working with others to implement and complete horse education procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses that are currently in training
- commercial racing training establishments, and training and racetracks
- materials and equipment relevant to assessing candidate's ability to plan and implement education of horses for racing
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be

## EVIDENCE GUIDE

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>approved by the State Principal Racing Authority.</p> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:</p> <ul style="list-style-type: none"> <li>• RGRPSH401A Relate anatomical and physiological features to the care and treatment of horses</li> <li>• RGRPSH408A Manage horse health and welfare</li> <li>• RGRPSH409A Determine nutritional requirements for racing horses</li> <li>• RGRPSH501A Plan and adapt training and conditioning programs for racehorses.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p>                                                                                                                                                                                                                                                |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to plan and implement education of horses for racing. Workplaces include harness or thoroughbred stables and racecourses, training tracks and public areas.

- Racing stable activities*** include:
- accepting restraints, including being tied up
  - adapting to living in stables or yards
  - feeding routines
  - shoeing
  - standing for grooming, hosing, clipping, tacking up and rugging
  - standing or working close to other horses.
- Racing tack and equipment***
- bridles

## RANGE STATEMENT

include:

- blinkers, winkers and hoods
- harness specific:
  - cart
  - head check
  - hobbles
  - jog machine vehicle
- protective equipment, including:
  - boots
  - bandages
- swimming pools
- thoroughbred specific:
  - girths
  - saddles and associated tack, for example:
    - breast plate
    - martingale
  - saddlecloths
- treadmills and walking machines.

***Remedial or corrective equipment*** includes:

- assorted bits
- blinkers or hoods
- harness specific:
  - ear muffs
  - head check
  - lugging pole
  - nosebands
  - spreaders
- thoroughbred specific:
  - barrier blanket
  - brow band
  - cornell collar
  - martingale
  - noseband
  - nose roll
  - pacifiers
  - tongue tie
  - winkers.

***Methods that could be used to acclimatise horses to exercise related activities*** include:

- horses ridden or driven singly under direct supervision
- horses worked with experienced, reliable

## RANGE STATEMENT

|                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                              | horses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Methods that could be used to acclimatise horses working on the track</i></b> include: | <ul style="list-style-type: none"> <li>• horses loaded onto truck or trailer and transported to track</li> <li>• horses put into tie-up stalls.</li> <li>• introducing other working horses at controlled distances and speeds to work with inexperienced or young horses</li> <li>• learning theory, including:               <ul style="list-style-type: none"> <li>• classical conditioning</li> <li>• habituation</li> <li>• operant conditioning, for example:                   <ul style="list-style-type: none"> <li>• extinction response</li> <li>• positive and negative reinforcement</li> </ul> </li> </ul> </li> <li>• practising on home or quiet track where number of horses on track can be controlled</li> <li>• working young or inexperienced horses with experienced and confident horses.</li> </ul> |
| <b><i>Race start activities</i></b> include:                                                 | <ul style="list-style-type: none"> <li>• harness specific:               <ul style="list-style-type: none"> <li>• performing score up</li> <li>• mobbing to race start</li> <li>• loading for standing start</li> <li>• loading for mobile start</li> <li>• parading in birdcage</li> </ul> </li> <li>• thoroughbred specific:               <ul style="list-style-type: none"> <li>• parading in mounting enclosure</li> <li>• moving to race start</li> <li>• loading into barriers.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                               |
| <b><i>Social and housing needs of racing horses</i></b> include:                             | <ul style="list-style-type: none"> <li>• need for company of other horses</li> <li>• need for personal space</li> <li>• need for shelter with adequate ventilation and room to move and lay down.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b><i>Assessment of horses' condition</i></b> may include:                                   | <ul style="list-style-type: none"> <li>• blood tests</li> <li>• evaluating condition score</li> <li>• evaluating muscle definition and balance</li> <li>• weighing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Acclimatisation to stable and training routines and gear</i></b> may include:          | <ul style="list-style-type: none"> <li>• horse is eating up feed and drinking appropriate amounts of water daily</li> <li>• horse is less reactive to repeated exposures to stimuli</li> <li>• horse maintains weight</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## RANGE STATEMENT

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*Specialist advice* may include:

- horse shows interest in surroundings and activities
- horse stands relatively quietly for exercise or race preparation activities.
- dentist
- farrier
- horse breaker
- jockey or driver
- nutritionist
- other trainer
- specialist young horse trackwork rider or driver
- starter
- thoroughbred barrier attendant
- thoroughbred specialist trackwork jump-out rider
- veterinarian.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services





## RGRPSH503A Trial and race horses

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to select appropriate trials or race programs, enter horses in trials or races, and comply with rules of racing and related protocols.

This unit also requires the practical care and management of harness or thoroughbred racing horses and the application of OHS standards in the workplace.

This unit of competency operates in workplace environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports trainers and others authorised to trial and race horses.

The unit focuses on the competencies associated with preparing horses of various ages and abilities for Australian racing programs. Harness and thoroughbred racing occurs under different conditions consequently when performance criteria are applied they will relate to harness or thoroughbred horses and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                  |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan racing schedule. | <ol style="list-style-type: none"><li>1. Current status of horse fitness and education is reviewed.</li><li>2. Trial and race meeting program and race classes available are evaluated.</li><li>3. Horses are entered for trials and races.</li></ol> |
| Trial horses.         | <ol style="list-style-type: none"><li>4. Factors to consider when trialling horses are evaluated.</li><li>5. Trials are arranged, including engagement of driver or rider.</li></ol>                                                                  |

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Race horses.                       | 6. <b><i>Performance in trial is reviewed</i></b> and future plans are reassessed.<br>7. Rider or driver is engaged for race.<br>8. <b><i>Race meeting preparations</i></b> are planned and relayed to staff.<br>9. Race meeting <b><i>protocols and procedures</i></b> are completed.<br>10. Race meeting <b><i>officials' directions</i></b> are followed.<br>11. <b><i>Racehorse owners</i></b> are advised of race meeting information and procedures. |
| Review trial and race performance. | 12. Horse's <b><i>recovery</i></b> is assessed.<br>13. Trial and race performance is assessed .<br>14. Future race and training plans are prepared .                                                                                                                                                                                                                                                                                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with staff, horse health specialists and others using assertive communication techniques to gather and relay information related to trialling and racing horses
- complying with animal welfare policies when trialling or racing horses
- complying with directions of officials and rules of racing
- ensuring OHS workplace procedures are followed
- ensuring owners are kept informed of racing plans and arrangements for their horses
- identifying possible options for improving race performance
- incorporating safe operating procedures into all instructions
- informing staff of race meeting preparation and post-meeting requirements for horses
- investigating possible causes of poor performance
- planning racing program or schedule for individual horses, including spacing of trials and races
- presenting horses in a fit and healthy state for trials and races
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with

## REQUIRED SKILLS AND KNOWLEDGE

varying physical and mental abilities

- selecting appropriate races for individual horses
- selecting corrective gear or equipment to improve the racing performance of individual horses
- selecting suitable riders or drivers for individual horses in trials and races
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within stable and wider racing industry
- industry terminology related to racing horses, including type and class of race
- license and registration requirements for staff and horses
- OHS obligations and racing industry safe operating procedures
- protocols and procedures for entering horses for races
- protocols and procedures for racing horses
- purpose of using appropriate personal protective equipment
- racing industry animal welfare requirements
- roles and responsibilities of trainers, staff and officials at trials and race meetings
- rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when planning and implementing racing schedules to trial and race horses
- implementation of protocols, procedures and timely techniques for the safe, effective and efficient trialling and racing of horses
- working with others to implement and complete

## EVIDENCE GUIDE

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procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable, track and race meeting environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to horses that are being educated and trained in a commercial racing stable under the care of a licensed trainer and the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses that are currently in training
- commercial racing training establishments, safe racetrack areas, race meetings and related facilities
- materials and equipment relevant to assessing candidate's ability to trial and race horses, including rules of racing and approved gear
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRPSH501A Plan and adapt training and

## EVIDENCE GUIDE

### Guidance information for assessment

conditioning programs for racehorses

- RGRPSH502A Plan and implement education of horses for racing.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to trial and race horses. Workplaces include harness or thoroughbred stables and racecourses, training tracks and public areas.

***Race meeting program and race classes*** include:

- race distance
- race start type
- race location, including:
  - country
  - metropolitan
  - picnic
  - provincial
- harness race classes:
  - pacing and trotting (all of the categories below can apply to either race style)
  - 2 year old
  - 3 year old
  - 4 year old
  - claiming
  - derby
  - graduation

## RANGE STATEMENT

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|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | <ul style="list-style-type: none"> <li>• heat</li> <li>• invitation</li> <li>• match race</li> <li>• metropolitan and country races: <ul style="list-style-type: none"> <li>• classes 1 to 10</li> </ul> </li> <li>• mobile start</li> <li>• show</li> <li>• sires stake</li> <li>• standing start</li> <li>• thoroughbred race classes: <ul style="list-style-type: none"> <li>• group</li> <li>• handicap</li> <li>• listed</li> <li>• open</li> <li>• special condition</li> <li>• restricted races: <ul style="list-style-type: none"> <li>• maiden</li> <li>• trophy</li> <li>• classes A to D</li> <li>• classes 1 to 6.</li> </ul> </li> </ul> </li> </ul> |
| <b><i>Factors to be considered when trialling horses include:</i></b> | <ul style="list-style-type: none"> <li>• determining exercise required prior to trial</li> <li>• need to trial in order to educate horse for racing</li> <li>• reason for trial, for example: <ul style="list-style-type: none"> <li>• previously banned from racing</li> <li>• top off fitness</li> </ul> </li> <li>• rider or driver availability</li> <li>• time frame before targeted race meeting</li> <li>• trial calendars and opportunities to trial on a particular track</li> <li>• weather and track conditions.</li> </ul>                                                                                                                            |
| <b><i>Performance in trial is reviewed using:</i></b>                 | <ul style="list-style-type: none"> <li>• comments from rider or driver</li> <li>• quality of trial field</li> <li>• track conditions</li> <li>• track record</li> <li>• trial time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><i>Rider or driver is engaged for a race by:</i></b>               | <ul style="list-style-type: none"> <li>• determining which riders or drivers are available</li> <li>• selecting rider based on weight claim (thoroughbred)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## RANGE STATEMENT

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***Race meeting preparations*** will include:

- selecting rider or driver based on skill with particular horse temperament or style of racing
- selecting rider or driver on experience with nominated race or race location.
- advising officials:
  - if horse is not available to run
  - race strategies
  - gear changes
- arranging accommodation for horse and staff if required
- arranging transportation to and from race meeting
- briefing staff on:
  - allocation of staff for race meeting and home stable duties
  - safety procedures at race meeting
  - routine procedures of conducting a race, including:
    - collecting horses as they return to parade area
    - drug testing
    - grooming horses
    - handing over control of horse to rider or driver
    - harnessing up or saddling horses
    - identifying horses
    - parading horses prior to start
    - restrictions on feeding and watering horses at race meeting
    - supervising horses during race meeting
- checking track and weather conditions
- confirming horse is ready to run by:
  - checking hoof condition and shoeing
  - conducting out of competition drug tests if required
  - reviewing health, eating and drinking
  - reviewing performance in trackwork
- determining exercise required prior to race.
- accepting horses for races
- answering questions and attending inquiries as

***Protocols and procedures that apply to race meetings*** include:



## RANGE STATEMENT

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required by stewards

- arriving at race meeting in given time frame
- attending horse in tie-up stalls
- attending inquiries to assist apprentice or junior driver during inquiries
- collecting horse post-race
- collecting saddle (thoroughbred) and number from jockey or driver room
- completing stable returns
- complying with drug testing protocols
- ensuring self and staff attending race meeting are registered, have required identification and are appropriately attired
- ensuring shoes, plates or no shoes are approved for racing
- nominating horses for races
- notifying stewards of race instructions for rider or driver
- parading in required time
- parading winners according to officials' instructions
- presenting horse to race in good health and well-groomed
- providing identification for horse at race meeting
- providing riders or drivers with race instructions
- registering race colours of owners
- saddling up or tacking up with clean, well-fitting approved gear that is in good repair
- sewing bandages.
- asking for documentation of horses
- instructing participants to move from nominated area
- instructing patrons in case of an emergency or safety issue
- instructing patrons to leave racetrack venue
- instructing race meeting veterinarian or farrier to attend, inspect or treat horse
- instructing trainer to present horse for pre or post-race drug testing
- questioning on any aspect of conduct of race

***Types of officials' directions likely to be made during race meetings include:***

## RANGE STATEMENT

### ***Information required by racehorse owners includes:***

- meeting
  - questioning trainer on health or injury status of horse pre and post-race
  - questioning trainer on race strategies or other instructions to rider or driver.
- prospects of horse in race
- protocols for addressing and complying with officials' instructions
- required protocols (including dress standards) and safety procedures in parade or presentation areas
- routine procedures of conducting a race, including:
  - identification
  - parading
  - meeting rider or driver
  - horses sent to start
  - race run
  - horses return to parade area
  - drug testing
- their rights in protests, appeals or inquiries
- use of mobile phones.

### ***Assessment of horse's recovery will include:***

- checking for heat or swelling after cool down
- checking for signs of injury after race
- monitoring horse's recovery rate through vital signs
- checking horse movement and behaviour during exercise 48 hours post-race
- monitoring horse response to exercise in week post-race
- monitoring horse's eating and drinking habits 24 hours post-race
- reviewing horse's behaviour for signs of distress or pain.

### ***Trial and race performance can be assessed by:***

- comparing quality of race field to nominated horse
- considering track and weather conditions, and trial or race incidents that affected horse's performance
- expected race place compared to actual
- race winner time compared to nominated horse

## RANGE STATEMENT

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>Future race and training plans are prepared</i></b> with consideration to:</p> | <p>time</p> <ul style="list-style-type: none"> <li>• reviewing race video for performance in various stages of race</li> <li>• rider or driver comments</li> <li>• track record for race distance.</li> <li>• checking horse's health and fitness via blood and other tests</li> <li>• consulting with owners</li> <li>• determining if horse is better suited to racing in opposite direction (thoroughbred)</li> <li>• determining if race class for next race should be same, higher or lower</li> <li>• determining if training and conditioning need to be modified, for example:               <ul style="list-style-type: none"> <li>• more or less work</li> <li>• varying type of work</li> </ul> </li> <li>• giving horse a short or extended spell</li> <li>• race performance during current preparation</li> <li>• rationalising whether horse should continue racing</li> <li>• selecting another rider or driver.</li> </ul> |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Sector(s)

|                    |                                       |
|--------------------|---------------------------------------|
| <b>Unit Sector</b> | Harness and thoroughbred racing codes |
|--------------------|---------------------------------------|

## Co-requisite units

Co-requisite units

## Functional Area

**Functional Area**      Racing performance services

## **RGRPSH504A Develop systems and records for horse racing business training operations**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit of competency specifies the outcomes required to identify the roles and responsibilities of trainer and staff; develop protocols and procedures for horse care, management, exercise and emergency care; and relay this information to staff. The unit also includes the preparation and upkeep of record-keeping systems for reporting day-to-day activities and incidents in a racing stable.

This unit also requires the practical care and management of harness or thoroughbred racing horses and the application of OHS standards in the workplace.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit, check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

#### **Application of the unit**

This unit of competency supports leading hands, trainers and others authorised to supervise the day-to-day operations of a racing stable.

Competencies attained in this unit apply to the harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

**Prerequisite units**

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Set stable hierarchy.

1. Person in charge in trainer's absence is determined.
2. Staff duties and rosters are developed.

Prepare policies for training stable

3. Policies for ***acceptance or release of horses*** are developed and relayed to staff.
4. Policies and procedures for visitors to the stable are

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| operations.                                                 | <p>developed and relayed to staff.</p> <p>5. <b><i>Emergency plans and procedures</i></b> are developed and relayed to staff.</p> <p>6. Policies and procedures for <b><i>handling and storage of chemicals and medications</i></b> are developed and relayed to staff.</p> <p>7. Disease and infection control protocols are developed.</p>                                                                                                                                                                                                                                                                       |
| Prepare procedures for daily activities and horse handling. | <p>8. Procedures for handling horses are developed and relayed to staff.</p> <p>9. Procedures and reporting requirements for feeding and watering horses are developed and relayed to staff.</p> <p>10. Procedures for reporting illness or injury, and for the treatment and medication of horses are developed and relayed to staff.</p> <p>11. Procedures for <b><i>husbandry of horses</i></b> are developed and relayed to staff.</p> <p>12. Schedules for exercise of horses are prepared.</p> <p>13. Procedures for <b><i>maintenance of tack and equipment</i></b> are developed and relayed to staff.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying quarantine control measures for isolation of sick horses and prevention of transference of disease by horses, other animals and humans
- communicating with staff, co-workers and others using assertive communication techniques to gather and relay information related to systems and records in horse racing training business operations
- demonstrating basic first aid techniques for horses to staff who will provide these skills under supervision, and providing feedback on technique
- demonstrating safe work procedures, including horse handling techniques and providing feedback to staff
- designing and preparing basic record-keeping systems
- evaluating risks associated with catching, handling and restraining horses
- explaining characteristics of sick and healthy horses to staff

## REQUIRED SKILLS AND KNOWLEDGE

- explaining signs and symptoms of shock, lameness, and common illnesses and injuries in horses
- identifying and correctly using different treatments
- identifying and recording horse irregularities
- incorporating safe operating procedures into all instructions
- prioritising daily activities, incidents and emergencies
- providing assistance to others in the workplace
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- verifying that records are accurate and up-to-date
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- common horse behaviour, social traits and vices
- common illnesses and injuries in horses
- communication procedures within stable and wider racing industry
- disease control and reporting requirements
- effective working relationships, including teamwork
- exercise routines and training programs for horses being prepared for racing
- handling techniques for horses
- horse first aid
- horse husbandry
- industry terminology related to handling, treating and exercising horses
- quarantine and emergency disease control protocols and procedures
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and** The evidence required to demonstrate competency in this



## EVIDENCE GUIDE

### evidence required to demonstrate competency in this unit

unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when developing systems and records for racing business operations
- implementation of procedures and techniques for the safe, effective and efficient operation of systems and records
- documentation related to a number and variety of racing horses that are presently in training and housed in registered training facilities
- working with others to implement and complete procedures that meet required outcomes
- consistent prioritising and timely completion of procedures that safely, effectively and efficiently meet required outcomes.

Evidence should be collected over a period of time using a range of stable management and exercise scenarios for racehorses of different ages and sexes, and at different stages of preparation in a racing stable. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to prepare documents and give instructions on the care, management and exercise of horses in a racing stable

work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed

## EVIDENCE GUIDE

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Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RGRPSH302A Supervise handling of horses
- RGRCMN401A Maintain and monitor OHS procedures and environmental work practices
- RGRPSH408A Manage horse health and welfare
- RGRPSH409A Determine nutritional requirements for racing horses
- RGRPSH421A Operate horse racing training business
- RGRPSH501A Plan and adapt training and conditioning programs for racehorses
- TAADEL301A Provide training through instruction and demonstration of work skills.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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## RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to develop systems and records for horse racing business training operations. Workplaces include harness and thoroughbred racing stables and racecourses, training tracks and public areas.

***Stable hierarchy*** may include:

- clarifying steward's rights to inspect premises and question any racing participant
- clarifying trainer's rights and responsibilities to horse welfare, safety and compliance with rules of racing
- clarifying what types of information can be relayed to owner or other visitors to the stable
- identifying job responsibilities and limit of decision making authority of staff members
- identifying staff members who can make decisions to change or modify trainer instructions or normal procedures
- explaining who staff should report information or incidents to on a daily basis
- verifying who and under what circumstances veterinarian, farrier or others can be contacted for emergencies.

***Acceptance or release of horses*** may include:

- checking special diet, medication or other requirements with owner, recording same and advising trainer or supervisor
- collecting owner contact details
- collecting horse's registration papers
- completing relevant documentation
- confirming identification of horse on arrival and departure
- confirming that trainer knows that horse is due to arrive
- ensuring rugs and other equipment sent with a horse are labelled, recorded and returned with horse when it leaves
- ensuring horse is healthy and fit to travel
- ensuring trainer has approved removal of horse from stables
- isolating and monitoring horse where possible

## RANGE STATEMENT

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|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                             | for the first few days after arrival in case of disease or illness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Emergency plans and procedures</i></b> may include:                                   | <ul style="list-style-type: none"><li>• verifying that horse is fit and healthy when it arrives.</li><li>• general property emergencies, including:<ul style="list-style-type: none"><li>• building or facility damage</li><li>• electrocution</li><li>• exposure to toxic substances</li><li>• fire</li><li>• power failure</li></ul></li><li>• horse emergencies, including:<ul style="list-style-type: none"><li>• cast horse</li><li>• horse with colic</li><li>• injured horse</li><li>• suspected contagious disease.</li></ul></li></ul>                                                                                                                         |
| <b><i>Handling and storage of chemicals and medications considerations</i></b> may include: | <ul style="list-style-type: none"><li>• avoiding contamination of racing horses with medications that may cause a positive swab, including human medications and illegal or prohibited substances</li><li>• keeping chemicals in approved containers and lockable storage</li><li>• keeping medication for horses in lockable storage</li><li>• maintaining medication use records</li><li>• providing chemical use instructions to users</li><li>• providing medication and sharps disposal containers</li><li>• providing personal protective equipment for users of chemicals</li><li>• verifying medications to prevent giving medication to wrong horse.</li></ul> |
| <b><i>Disease and infection control protocols</i></b> may include:                          | <ul style="list-style-type: none"><li>• hygiene practices to minimise risk of spreading disease between horses</li><li>• hygiene practices to prevent spread of disease between horses and people</li><li>• identifying signs and symptoms of potentially infectious diseases</li><li>• monitoring new horses or those that have returned after spell or long trips in commercial transports</li><li>• national animal emergency disease control</li></ul>                                                                                                                                                                                                              |

## RANGE STATEMENT

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***Husbandry of horses*** may include:

- protocols
- providing quarantine area for new or sick horses.
- demonstrating handling techniques, including judicious use of restraints
- determining who can handle potentially less reliable horses, including young stock and stallions
- developing diet for individual horses
- exercise management of horses not being ridden or driven
- maintaining a diary of daily activities relating to the movement, management and exercise of horses
- monitoring and recording vital signs and other health indicators
- recording administration of medication, vaccinations, therapeutics and worming preparations, including type, amount and date of administration
- recording information on shoeing and hoof care
- recording injuries, illnesses, diseases and treatments for individual horses
- recording response to diet and any changes to diet
- warm-up and cool-down requirements for horses being exercised
- weighing horses and recording information.

***Maintenance of tack and equipment*** may include:

- cleaning and conditioning saddlery, transport equipment, rugs, bandages and boots on a daily, monthly and annual basis
- cleaning and servicing gigs (harness)
- organising safety inspection of electrical leads and appliances
- listing gear and equipment requiring repair
- regular inspection protocol of all tack and equipment
- stock control of rugs and saddlery sent for repair.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRPSH505A Select horses for racing

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency specifies the outcomes required to evaluate the conformation, temperament, pedigree, general health, performance and previous history of horses to determine their suitability for racing.</p> <p>This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit of competency supports trainers and others to select horses for racing.</p> <p>The unit focuses on the competencies associated with preparing horses of various ages and abilities for Australian racing programs. Harness and thoroughbred racing occurs under different conditions consequently when performance criteria are applied they will relate to harness or thoroughbred horses and statements of attainment for this unit will reflect this distinction.</p> <p>This unit can be contextualised for other industries while also maintaining the integrity of the unit.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                    | PERFORMANCE CRITERIA                                                                                                                                                                                           |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Profile a racehorse.       | 1. <b><i>Characteristics</i></b> of racehorse types are identified.<br>2. Features of conformation are evaluated.<br>3. Race times and track records are researched.<br>4. Racing program aims are determined. |
| Evaluate pedigrees.        | 5. Pedigree information is interpreted.<br>6. Racing breeding theories are evaluated.<br>7. Features of <b><i>prominent racing lines</i></b> are identified.                                                   |
| Evaluate horses available. | 8. Options for racing horses are identified.<br>9. <b><i>Specialist advice</i></b> is sought to evaluate horse health and fitness for racing.<br>10. Input from staff regarding horse performance is           |



| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                  |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
|                                    | gathered.                                                                                                             |
|                                    | 11. Horses available are ranked based on racing program aims, pedigree, general health and price range affordability. |
| Re-evaluate horse's racing career. | 12. Horse's progress in racing program is evaluated.                                                                  |
|                                    | 13. Options for horse's future are discussed.                                                                         |
|                                    | 14. <b>Horse's future</b> is determined with consideration to animal welfare issues.                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- analysing information provided by staff
- applying safe handling and work practices when dealing with horses
- communicating with horse specialists and others using assertive communication techniques to gather and relay information related to selecting horses for racing
- complying with animal welfare policies in care and management of horses
- decision making
- determining desired extent of participating in racing and how this may influence the type of horse selected
- evaluating conformation features of nominated horses
- evaluating potential influence of ancestors to characteristics and potential of nominated horses
- evaluating racing breeding theories and rationalising influence of pedigree and other factors to potential performance
- identifying current popular sires
- identifying current prominent racehorses
- identifying prominent racing family lines
- interpreting basic genetic terminology
- interpreting statistical racing information, including breeding performance, track times, race sectional times and winners
- listing track records for major feature races
- rationalising horse's future in racing based on performance, health and injury status
- relating horse's temperament to racing potential
- reading and interpreting racing pedigrees and breeding theories

## REQUIRED SKILLS AND KNOWLEDGE

- reading and interpreting workplace documentation, including relevant rules of racing
- relating pedigree and conformation to potential performance in various race distances and types
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- basic genetic theory of inheritance of traits
- characteristics of successful racehorses of various racing types
- common horse behaviour, social traits and vices
- features of healthy and fit racehorses
- features of conformation of racehorses
- illnesses and injuries that may impact on a horse's potential in racing
- industry terminology related to breeding and racing horses
- life span of horses and likely length of racing career
- popular racing breeding theories
- racing industry animal welfare requirements
- role of horse temperament in racing potential
- statistical information related to breeding performance
- track records for prominent races
- types of pedigree layout.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and processes that are to apply when determining a horse's suitability for racing

## EVIDENCE GUIDE

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- preparation and timely application of criteria for the safe, effective and efficient selection of horses for racing or alternative future options
- working with others to select horses for racing that meet required outcomes.

Evidence should be collected over a period of time and be focused on selection and decision making processes applying to a range of racehorses of different ages and sexes, at different stages of their racing career and housed in a racing stable. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and contexts.

### Context of and specific resources for assessment

Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

This unit includes practical aspects as well as the research, interpretation and evaluation of data. Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to assess conformation, pedigree and race type features of horses for racing
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- inspection of completed work
- simulation exercises.

Where performance is not directly observed any evidence should be authenticated by supervisors or other

## EVIDENCE GUIDE

### Guidance information for assessment

appropriate persons.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- RTE3148A Assess conformation of horses.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to select horses for racing. Workplaces include harness and thoroughbred racing stables and racecourses, training tracks and public areas.

***Profiling*** a racehorse may include:

- assessment of pedigree and performance of close relatives
- conformation evaluation
- health and injury status
- performance if any of nominated horse.

***Characteristics*** of racehorse types include:

- climate adaptability
- horses that prefer to lead versus those who prefer cover
- racehorse types:
  - all weather runners versus particular weather specialists
  - distance versus sprinting types
  - track direction preferences
  - track type preferences

## RANGE STATEMENT

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***Features of conformation*** may include:

- temperament and ability to settle into training and racing
- variations in behaviour and management requirements, based on age and sex.
- balance and proportion of body
- conformational faults that may affect racing performance
- front leg structural features
- hind leg structural features
- structural features of feet and hooves.

***Racing program aims*** may include:

- longer term performance in feature races
- race class
- race distance
- race location, including:
  - country
  - metropolitan
  - picnic
  - provincial
- race start type.

***Pedigree information*** may include:

- dam line pedigree styles
- methods used in pedigrees to identify race performance, such as black type
- personal knowledge of family is used, such as previous close relations in stable or similar
- sire line pedigree styles
- suffix details commonly used in pedigrees for horses, for example import country
- terminology used in describing relationship between ancestors and other relations for horses.

***Racing breeding theories*** may include:

- Bruce Lowe
- cluster mares
- cross-breeding
- dosage pedigrees
- inbreeding
- influence of dam on progeny performance
- influence of environment on performance potential
- influence of sire on progeny performance
- line breeding
- nicks

## RANGE STATEMENT

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Features of ***prominent racing lines*** may include:

- outbreeding
- race records and statistical information
- taproot pedigrees
- Tesio
- Varola.
- consistency of type within progeny of nominated sire or dam
- consistency of race performance of nominated sire or dam, for example producers of 2 year old winners
- current successful dams based on:
  - dam's race record
  - number of foals to race
  - number of winners to starters
  - prize money earned by progeny
- current successful sires based on:
  - number of runners for winners
  - number of winners to starters
  - prize money earned by progeny
  - sire's race record
- sale price of yearlings
- race performance of related progeny within a three generation pedigree
- reputation of stallion as producer of successful broodmares.

***Options for racing horses*** may include:

- affordability of price range
- racing as an owner-trainer
- leasing horses to race
- syndicating horses to race
- purchasing a share in a horse
- purchasing a horse and engaging a trainer
- selecting a horse with racing performance versus selecting a yearling
- breeding a horse to race.

***Specialist advice*** may include:

- bloodstock agent assessment
- farrier assessment
- trainer advice
- veterinary advice and testing, including:
  - x-ray
  - blood test

## RANGE STATEMENT

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <ul style="list-style-type: none"> <li>• endoscope</li> <li>• suitability for racing assessment, including:             <ul style="list-style-type: none"> <li>• metabolic efficiency</li> <li>• respiratory soundness</li> <li>• structural soundness</li> </ul> </li> <li>• racing fitness testing.</li> </ul>                                                                                                                                                                                                                                                                                                                 |
| <b><i>Options for horse's future</i></b> may include: | <ul style="list-style-type: none"> <li>• changing racing location:             <ul style="list-style-type: none"> <li>• to change climate</li> <li>• to change quality of competition</li> <li>• to change racing direction</li> </ul> </li> <li>• changing trainer</li> <li>• retiring horse from racing</li> <li>• selecting appropriate race distance</li> <li>• selecting appropriate race type, such as country versus metropolitan start</li> <li>• spelling horse.</li> </ul>                                                                                                                                             |
| <b><i>Horse's future</i></b> may include:             | <ul style="list-style-type: none"> <li>• ensuring adequate provision is made for feed, water shelter, exercise and companionship if horse is to be retired</li> <li>• euthanasing horse with serious injuries or poor prognosis</li> <li>• identifying potential other uses for horse that is retired from racing, such as re-homing to equestrian or pleasure riding or driving situation</li> <li>• leasing horse to other racing team</li> <li>• reviewing horse's needs after retirement if horse does not cope with paddock life</li> <li>• selling horse to other racing home</li> <li>• sending horse to stud.</li> </ul> |

## Unit Sector(s)

|                    |                                       |
|--------------------|---------------------------------------|
| <b>Unit Sector</b> | Harness and thoroughbred racing codes |
|--------------------|---------------------------------------|

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|



# RGRROP201A Perform duties of barrier attendant at thoroughbred race meetings and trials

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to safely and efficiently perform the duties of a barrier attendant at thoroughbred race meetings and trials. It requires knowledge and skills associated with handling horses safely in a high pressure environment, working closely with other barrier attendants and following directions from the starter, as well as recognising approved gear and damaged gear and fitting replacement gear to agitated horses in a timely manner.

It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports racing industry personnel authorised to perform the duties of a barrier attendant.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Prepare for race meeting duties.

1. Work roster is confirmed.
2. Assistance with preparation of barrier and starting equipment is provided.
3. Allocated ***duties*** are confirmed with starter.
4. ***Personal protective equipment*** is used according to safe operating procedures and club requirements.
5. ***Personal presentation*** is appropriate for work duties and reinforces a positive image of racing.

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify and fit racing gear. | <p>6. Approved racing gear is identified.</p> <p>7. Non-compliant, <b><i>damaged or defective gear</i></b> is recognised.</p> <p>8. Racing gear is fitted, adjusted and replaced in a timely manner as required.</p>                                                                                                                                                                                                                                                                                                                                                                                                  |
| Load horses into barriers.    | <p>9. Knowledge of <b><i>horse behaviour</i></b> is used to select and modify handling skills.</p> <p>10. <b><i>Horse handling skills</i></b> are safe and effective for the duties of a barrier attendant.</p> <p>11. <b><i>Horses are loaded into barriers</i></b> according to starter's instruction.</p> <p>12. <b><i>Strategies</i></b> are employed to load difficult horses that minimise the risk of injury to self, horses and others.</p> <p>13. Riders are assisted as required.</p> <p>14. Problems are relayed to starter and others.</p> <p>15. Horses held as directed are released at race start.</p> |
| Assist in track emergencies.  | <p>16. Potential <b><i>track problems or incidents</i></b> are identified.</p> <p>17. Loose horses are cornered and captured.</p> <p>18. Riders who have fallen are assisted.</p> <p>19. Injured horses are restrained.</p>                                                                                                                                                                                                                                                                                                                                                                                           |
| Debrief after race.           | <p>20. Reports are made to starter and/or stewards on outcomes of barrier loading and start.</p> <p>21. Contributions are made on ways to improve effectiveness of barrier team and self.</p> <p>22. Barriers are moved for next race.</p> <p>23. Barriers are returned to storage area and cleaned, and damage or maintenance needs are reported.</p>                                                                                                                                                                                                                                                                |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- communicating with race starter, racing officials and licensed personnel using assertive communication techniques to gather, interpret and relay information

## REQUIRED SKILLS AND KNOWLEDGE

related to barrier attendant duties

- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with loading horses into barriers
- identifying and correctly applying different items of approved gear
- judging situations and seeking assistance to prevent problems arising or overcome problems before they develop further
- leading and handling horses in enclosed spaces
- recognising damaged or defective gear
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- relaying messages to others
- responding quickly to requests from starter
- responding to instructions promptly and safely
- teamwork skills to ensure completion of job tasks
- working safely in confined spaces of barrier.

### Required knowledge

- appropriate methods of controlling horses
- approved gear
- basic industry terminology related to handling horses
- limits of own responsibility
- personal grooming and presentation requirements
- protocols and procedures for communicating with licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## EVIDENCE GUIDE

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### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply performing the duties of a barrier attendant
- implementation of procedures and timely techniques for the safe, effective and efficient handling and loading of horses into barriers
- working with others to undertake and complete barrier procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform barrier attendant duties
- safe handling areas, such as racetracks and barriers
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial

## EVIDENCE GUIDE

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### Guidance information for assessment

- evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices
- RGRPSH201A Handle horses.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform the duties of a barrier attendant at thoroughbred race meetings and trials. Workplaces include thoroughbred racecourses, training tracks, administration buildings and public areas.

***Preparation of barrier and starting equipment*** will include:

- battery
- communication system
- damage
- fuel
- lights
- oil

## RANGE STATEMENT

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***Duties allocated by the starter*** may include:

- power steering fluid
- transmission fluid
- tyre pressure
- water.
- climb barrier
- hold horses
- load horses
- shut gate
- walk horses.

***Personal protective equipment*** will include:

- approved helmets
- approved vests
- boots
- gloves.

***Personal presentation*** will include:

- adhering to industry or race club dress code, including:
  - clothing
  - footwear
  - hair
  - jewellery and other personal adornment.

***Approved racing gear*** may include:

- bandages
- bits
- blinkers
- boots
- bridles
- breastplates
- crossover nosebands
- girths
- pacifiers
- reins
- rings
- saddles
- shadow roll
- stirrup leathers
- surcingle
- tongue ties.

***Damaged or defective gear*** may include:

- frayed reins
- incorrectly adjusted blinkers and pacifiers
- loose bandages
- loose shoes

## RANGE STATEMENT

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|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                     | <ul style="list-style-type: none"><li>• loose straps</li><li>• reins with buckles</li><li>• slipped saddles.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b><i>Horse behaviour knowledge</i></b> may include:                                | <ul style="list-style-type: none"><li>• applying restraining techniques</li><li>• assessing behaviour prior to handling</li><li>• identifying good behaviour traits and bad behaviour traits and vices</li><li>• understanding behaviour problems.</li></ul>                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Horse handling skills for safe and effective control</i></b> will include:    | <ul style="list-style-type: none"><li>• approaching horse from near side front</li><li>• assuming control of horse</li><li>• avoiding sudden movement</li><li>• leading horse person to person</li><li>• maintaining at least two lengths between horses being led</li><li>• speaking calmly to horse.</li></ul>                                                                                                                                                                                                                                                                                  |
| <b><i>Actions carried out when horses are loaded into barriers</i></b> may include: | <ul style="list-style-type: none"><li>• communicating with other team members to complete tasks</li><li>• leading horse forward into barrier correctly</li><li>• linking arms to move horse forward</li><li>• pushing horse sideways</li><li>• closing gates of stalls correctly</li><li>• lifting tail to prevent horse flipping</li><li>• climbing barrier and moving to horse's head to take control</li><li>• assuming correct position to assist jockey in barrier</li><li>• straddling barrier safely to control horse</li><li>• exiting barrier safely, quickly and efficiently.</li></ul> |
| <b><i>Strategies employed to load difficult horses</i></b> may include:             | <ul style="list-style-type: none"><li>• applying cane (under starter's instruction)</li><li>• applying barrier blanket</li><li>• applying blindfold</li><li>• applying twitch correctly</li><li>• applying leading strap</li><li>• double hold to bridle</li><li>• holding ear</li><li>• holding tail (in barrier only)</li><li>• single hold to bridle</li><li>• working with other attendants as directed by starter.</li></ul>                                                                                                                                                                 |
| <b><i>Riders</i></b> may be assisted by:                                            | <ul style="list-style-type: none"><li>• climbing onto near side of barrier</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## RANGE STATEMENT

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***Problems relayed to the starter***  
may include:

- controlling and calming horse
- holding rein correctly.
- horse burrowing
- horse cast under stalls
- horse collapsed in stalls
- horse laying back on gate
- horse kicking
- horse pulling back
- horse refusing
- horse sitting down
- horse straddling front of stall or adjacent stall
- horse turning head into adjacent stall
- horse whipping around
- rider injury.

***Potential track problems or incidents*** may include:

- gate fails to open
- horse injury
- loose horses
- rider injury.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# RGRROP202A Perform duties of kennel attendant at race meetings

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to assist the kennel supervisor in the control of greyhounds during race meetings. It requires an ability to work with others and to follow and uphold racing authority protocols and procedures. At times staff may be required to use appropriate communication skills when directing racing participants.

To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports race meeting staff assisting in the conduct of races or trials.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare for kennelling.

1. ***Rules of racing*** that apply to kennelling procedures and greyhound health and welfare guidelines are identified and applied.
2. Kennelling procedures and ***responsibilities of kennel staff*** are known and followed.
3. ***Security*** of kennels is confirmed prior to commencement of kennelling.
4. Duties are confirmed prior to commencement of kennelling.
5. OHS and racing safety protocols and procedures are known and complied with.

Follow kennelling

6. ***Identification of greyhounds*** and general fitness to race

| ELEMENT                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| procedures.                              | <p>are verified.</p> <p>7. Registration papers are collected and stored securely.</p> <p>8. Greyhound and attendant are escorted to allocated kennel, observed during settling of greyhound, then kennel is secured.</p> <p>9. <b>Approval is sought</b> prior to allowing non-scheduled visit to kennels by greyhound attendant or others.</p> <p>10. <b>General wellbeing of greyhound</b> is monitored and animal referred to veterinarian or kennel supervisor if there are any concerns.</p> |
| Conduct pre-race kennelling procedures.  | <p>11. Greyhounds are called to marshalling area prior to race.</p> <p>12. Identification of greyhounds is verified and race rugs are allocated.</p> <p>13. Greyhounds are escorted to stir-up area.</p> <p>14. Catchers are identified and directed to finish area.</p> <p>15. Greyhounds are organised into race order and handed over to racing official.</p> <p>16. Cleanliness, safety and security of kennel area are maintained throughout race meeting.</p>                               |
| Conduct post-race kennelling procedures. | <p>17. Greyhounds are received after race, rugs are collected and race documents returned.</p> <p>18. Kennels, scales, race rugs, vests and other equipment are checked and cleaned, and damage reported at the end of race meeting.</p>                                                                                                                                                                                                                                                          |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- communicating with stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to kennel attendant duties
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with OHS and animal welfare legislation

## REQUIRED SKILLS AND KNOWLEDGE

- complying with race day procedures and relevant rules of racing
- escorting greyhound and handler to and from kennel so that they remain in sight at all times
- following directions of racing officials and stewards
- identifying common signs and symptoms of distressed or injured greyhounds
- identifying greyhounds using approved greyhound signalment
- locating allocated kennels
- observing greyhound and handler during kennelling for compliance with kennelling procedures and other racing protocols
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- securing kennel in line with security procedures
- verifying kennel allocation procedure for particular race meeting.

### Required knowledge

- basic industry terminology related to greyhound racing procedures
- communication procedures within the kennel and wider racing industry
- layout of approved race meeting kennel complex
- procedures for conduct of pre and post-race kennelling
- race meeting procedures and protocols
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- rules of racing for greyhounds, including state and local variations relating to kennelling and pre and post-race procedures and animal welfare
- signals and symptoms of injured, distressed or sick greyhounds
- time management for completion of work tasks
- written and verbal report formats and protocols for reporting non-compliance issues to supervisor and stewards.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and** The evidence required to demonstrate competency in this

## EVIDENCE GUIDE

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### evidence required to demonstrate competency in this unit

unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing kennel attendant duties at race meetings
- implementation of procedures and timely techniques for the safe, effective and efficient performance of kennel attendant race meeting duties
- working with others to undertake and complete race meeting procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in race meeting environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds and handlers
- materials and equipment relevant to assessing candidate's ability to perform the duties of a kennel attendant at race meetings
- safe handling areas, such as racetracks with racing authority approved kennels and associated facilities
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

## EVIDENCE GUIDE

### Guidance information for assessment

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRPSG201A Handle greyhounds.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess the skills required to perform the duties of kennel attendant at race meetings. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

***Rules of racing*** will include:

- Australian and local rules of racing.

***Responsibilities of kennel staff*** will include:

- advising supervisor and stewards of incidents or non-compliance issues
- allocating kennels according to race club policy
- complying with the rules of racing
- escorting greyhound and handler to kennel and ensuring handler complies with kennelling protocols and procedures
- ensuring that kennels are locked securely
- ensuring that no-one accesses greyhounds



## RANGE STATEMENT

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|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | <ul style="list-style-type: none"> <li>without supervisor or steward permission</li> <li>ensuring approved visitors are escorted to and from kennel and that visitors' actions are observed and non-compliant practices are stopped and reported to supervisor</li> <li>escorting greyhound handlers to kennels prior to race marshalling and supervising their actions</li> <li>ensuring greyhounds and handlers are observed during stir-up and empty-out procedures</li> <li>following racing authority protocols and procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b><i>Security of kennels</i></b> may include:                            | <ul style="list-style-type: none"> <li>kennels are cleaned and inspected to ensure no foreign matter or materials are present prior to kennelling</li> <li>kennels and race kennel section gates are locked prior to commencement of kennelling</li> <li>kennels are allocated to greyhounds by kennel staff under the supervision of stewards</li> <li>kennels are unlocked, then re-locked as each greyhound is put into a kennel prior to racing</li> <li>race kennel section is locked after all greyhounds have been kennelled and a seal is attached to kennel section lock to prevent and indicate tampering</li> <li>all greyhounds and handlers must be escorted to their kennel by kennel staff</li> <li>kennel design prevents contact with greyhounds and individual kennel area</li> <li>separate kennels are kept for greyhounds selected for swabbing</li> <li>swab kennels have seals as well as locks on section and kennel gates.</li> </ul> |
| <b><i>OHS and racing safety protocols and procedures</i></b> may include: | <ul style="list-style-type: none"> <li>adhering to responsibilities under OHS legislation and workplace practices</li> <li>adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare</li> <li>adhering to rules of racing and rules of the race venue</li> <li>considering variables that influence behaviour</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## RANGE STATEMENT

|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | <p>of greyhounds, such as:</p> <ul style="list-style-type: none"> <li>• fences and equipment</li> <li>• lure, wind and noise</li> <li>• other persons or animals</li> <li>• vehicles</li> <li>• contributing to development of risk control measures</li> <li>• following safe work practices</li> <li>• identifying and reporting unsafe work practices</li> <li>• identifying emergency situations</li> <li>• understanding individual greyhound behaviour</li> <li>• using approved gear or equipment</li> <li>• wearing approved personal protective equipment.</li> </ul>                                                                             |
| <b><i>Identification of greyhounds</i></b> may include:                        | <ul style="list-style-type: none"> <li>• coat colour and markings</li> <li>• ear brand</li> <li>• race rug colour and number</li> <li>• racing registration certificate.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Approval sought for non-scheduled visit to kennels</i></b> will be from: | <ul style="list-style-type: none"> <li>• kennel supervisor</li> <li>• stewards.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><i>Signs of general wellbeing of greyhounds</i></b> will include:           | <ul style="list-style-type: none"> <li>• types of behaviour indicating general characteristics of a healthy animal that is not distressed by its environment, including:             <ul style="list-style-type: none"> <li>• greyhounds are interested in their surrounding</li> <li>• greyhounds don't bark excessively or without cause</li> <li>• greyhounds rest quietly in their kennel unless reacting to outside stimulus</li> <li>• greyhounds don't pant excessively</li> <li>• greyhounds don't limp or favour a limb or other part of their anatomy</li> <li>• greyhounds don't destroy their bedding or self-mutilate.</li> </ul> </li> </ul> |

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# RGRROP203A Perform duties of parade official at greyhound race meetings

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to conduct parading procedures for greyhounds prior to the start of greyhound races. It requires an ability to work closely with people, use appropriate communication skills to direct and control greyhound racing participants, and use verbal and reading skills to interpret racing documentation and directions from stewards and racing officials.

To undertake this unit the candidate will be able to recognise greyhound behaviour patterns and follow workplace OHS and animal welfare standards.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports race meeting staff assisting in the conduct of race meetings.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Call starters to marshalling area. | <ol style="list-style-type: none"><li>1. Race starters are confirmed and <b><i>identification of greyhounds</i></b> is verified.</li><li>2. Box draw is verified and race rugs and handler jackets are allocated.</li><li>3. Box draw order is used to marshall greyhounds.</li><li>4. Fit and safety of muzzles are checked.</li><li>5. Rules of racing , and OHS and racing safety protocols and procedures are complied with.</li><li>6. Non-compliance with rules of racing is reported to stewards or appropriate racing officials.</li></ol> |
| Escort race field to start boxes.  | <ol style="list-style-type: none"><li>7. All starters are kept in line of sight.</li><li>8. Greyhounds are <b><i>paraded</i></b> according to race club</li></ol>                                                                                                                                                                                                                                                                                                                                                                                  |

**ELEMENT****PERFORMANCE CRITERIA**

|                                                     |                                                                                                             |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                                     | procedures.                                                                                                 |
|                                                     | 9. Greyhounds are accompanied to start.                                                                     |
| Present race field to race starter (or load boxes). | 10. Box loading order is used to line up greyhounds.                                                        |
|                                                     | 11. Control of race field is taken by starter or approval to load greyhounds is confirmed by chief steward. |
|                                                     | 12. Greyhounds are loaded according to racing protocols and procedures.                                     |
|                                                     | 13. Handlers are directed to <i>safe area</i> .                                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- communicating with stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to parade official duties
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with OHS and animal welfare legislation
- complying with race day procedures and relevant rules of racing
- ensuring no contact with greyhounds by unauthorised personnel
- following directions of racing officials and stewards
- handing over race field to starter
- identifying common signs and symptoms of distressed or injured greyhounds
- locating allocated kennels
- maintaining visual contact of race field whilst escorting greyhounds and handlers during parade and walk to race start
- marshalling greyhounds in race order and ensuring race field stays in order and together during marshalling, parade and walk to race start
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting problems or incidents to kennel supervisor, stewards and other officials in a timely manner

## REQUIRED SKILLS AND KNOWLEDGE

- verifying box draw and allocating race rugs and handler jackets
- verifying identification of greyhounds
- written communication skills to complete workplace documentation or reports.

### Required knowledge

- basic industry terminology related to greyhound racing procedures
- communication procedures within the kennel and wider racing industry
- procedures for conduct of pre and post-race parading
- race meeting procedures and protocols
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- rules of racing for greyhounds, including state and local variations relating to race day procedures and animal welfare
- signals and symptoms of injured, distressed or sick greyhounds
- time management for the completion of work tasks
- written and verbal report formats and protocols for reporting non-compliance issues to supervisor and stewards.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing parade official duties at greyhound race meetings
- implementation of procedures and timely techniques for the safe, effective and efficient performance of parade official greyhound race meeting duties
- working with others to undertake and complete greyhound race meeting procedures that meet required outcomes.

## EVIDENCE GUIDE

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Evidence should be collected over a period of time using a range of greyhounds of different ages, sexes and temperaments, and at different stages of preparation in race meeting environments.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds and handlers
- materials and equipment relevant to assessing candidate's ability to perform the duties of a parade official at greyhound race meetings
- safe handling areas, such as racetracks with racing authority approved kennels and associated facilities
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English,



## EVIDENCE GUIDE

youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess the skills required to perform the duties of parade official at greyhound race meetings. Workplaces include greyhound kennels and racecourses, training tracks and public areas.

- |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>Identification of greyhounds</i></b> may include:</p>                   | <ul style="list-style-type: none"> <li>• coat colour and markings</li> <li>• ear brand</li> <li>• race rug colour and number</li> <li>• racing registration certificate.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b><i>Fit and safety of muzzles</i></b> may include:</p>                      | <ul style="list-style-type: none"> <li>• complying with greyhound-approved gear</li> <li>• distance from end of nose and space around nose that allows for comfort of greyhound while preventing greyhound from biting.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b><i>Rules of racing</i></b> will include:</p>                               | <ul style="list-style-type: none"> <li>• Australian and local rules of racing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b><i>OHS and racing safety protocols and procedures</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• adhering to responsibilities under OHS legislation and workplace practices</li> <li>• adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare</li> <li>• adhering to rules of racing and rules of the race venue</li> <li>• considering variables that influence behaviour of greyhounds, such as:               <ul style="list-style-type: none"> <li>• fences and equipment</li> <li>• lure, wind and noise</li> <li>• other persons or animals</li> <li>• vehicles</li> </ul> </li> <li>• contributing to development of risk control</li> </ul> |

## RANGE STATEMENT

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|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                         | <ul style="list-style-type: none"><li>• following safe work practices</li><li>• identifying and reporting unsafe work practices</li><li>• identifying emergency situations</li><li>• understanding individual greyhound behaviour</li><li>• using approved gear or equipment</li><li>• wearing approved personal protective equipment.</li></ul>                                                                                                                                                                                   |
| <i>Parading procedures</i> may include: | <ul style="list-style-type: none"><li>• allocating race rugs and handler jackets according to box draw number</li><li>• verifying greyhound identification against registration papers and race book details</li><li>• maintaining greyhound race order and visual contact of race field while escorting greyhounds and handlers during parade, public viewing and walk to race start</li><li>• stopping field if a greyhound needs to empty out or for any other problems</li><li>• handing field over to race starter.</li></ul> |
| <i>Safe area for handlers</i> will be:  | <ul style="list-style-type: none"><li>• area allocated on racetrack for handlers, usually behind racetrack fence to avoid potential distraction or impact by racing greyhounds.</li></ul>                                                                                                                                                                                                                                                                                                                                          |

## Unit Sector(s)

|             |                       |
|-------------|-----------------------|
| Unit Sector | Greyhound racing code |
|-------------|-----------------------|

## Co-requisite units

### Co-requisite units

## Functional Area

**Functional Area**                      Racing performance services

## RGRROP204A Assist with harness race starts

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to safely and efficiently assist in harness race starts during harness trials and race meetings. It requires knowledge and skills associated with handling horses safely in a high pressure environment, working closely with other race meeting staff and following directions from the starter while adhering to safe work practices.

It is recommended that RGRPSH201A Handle horses be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel and others authorised to assist with harness race and trial starts.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensure track is safe for racing.               | <ol style="list-style-type: none"><li>1. Litter or other <b><i>hazards</i></b> are removed from track.</li><li>2. Damaged equipment is repaired and/or reported to stewards or track supervisor.</li></ol>                                                                                                                                                                                                                                                                                                                             |
| Assist with race start and running procedures. | <ol style="list-style-type: none"><li>3. <b><i>Potential track problems</i></b> or difficulties are identified during warm-up or score-up.</li><li>4. Horses are approached in compliance with racing <b><i>safe operating procedures</i></b> .</li><li>5. Clerk of course is assisted with cornering and capturing loose horses.</li><li>6. Horses are held and restrained when requested by clerk of course, stewards, starter or driver.</li><li>7. <b><i>Track incidents or emergencies</i></b> are responded to in line</li></ol> |

| ELEMENT             | PERFORMANCE CRITERIA                                                                                                                                                                                                                    |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | with racing procedures.                                                                                                                                                                                                                 |
| Debrief after race. | <ol style="list-style-type: none"> <li>8. <b>Reports</b> are made to starter and/or stewards on outcomes of track incidents.</li> <li>9. Contributions are made regarding ways to improve effectiveness of track assistants.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- catching, leading and handling a range of horses in a variety of environments
- communicating with stewards, racing officials, licensed and registered personnel, co-workers and others using assertive communication techniques to gather and relay information related to assisting with race starts
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with race start activities
- identifying and correctly applying different items of approved gear
- judging situations and seeking assistance to prevent problems arising or to overcome problems before they develop further
- identifying and correctly using different items of handling gear
- identifying behaviour of horses
- recognising damaged or defective gear
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- relaying messages to others
- responding to instructions promptly and safely
- teamwork skills to ensure completion of job tasks.

#### Required knowledge

- appropriate methods of controlling horses
- approved gear
- basic industry terminology related to handling horses
- limits of own responsibility
- personal grooming and presentation requirements

## REQUIRED SKILLS AND KNOWLEDGE

- protocols and procedures for communicating with licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when assisting with harness race starts
- implementation of procedures and timely techniques for the safe, effective and efficient application of race start duties
- working with others to undertake and complete starting procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in racing stable and track environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards

## EVIDENCE GUIDE

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requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses
- materials and equipment relevant to assessing candidate's ability to assist with harness race starts
- safe handling areas, such as racetracks, race meetings and associated facilities
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN201A Follow OHS procedures and observe environmental work practices.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).



## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assist with harness race starts. Workplaces include harness stables and racecourses, training tracks and public areas.

- Hazards*** may include:
- foreign objects
  - loose or working horses
  - machinery
  - stray or feral animals
  - personnel working on tracks
  - plastic cones, markers or witches hats.
- Potential track problems*** may include:
- damaged gear or sulkies
  - driver injury
  - fallen driver
  - horse injury
  - loose horses
  - mobile barrier problems, for example hydraulic problems with wings.
- Safe operating procedures*** when approaching horses may include:
- approaching horse from near side front
  - avoiding sudden movement
  - assuming control of horse
  - considering variables that influence behaviour of horses, such as:
    - fences and equipment
    - other persons or animals
    - vehicles
    - wind and noise
  - leading horse person to person
  - maintaining at least two lengths between horses being led
  - speaking calmly to horse
  - using personal protective equipment
  - using well-maintained and safe gear.
- Track incidents or emergencies*** may include:
- foreign objects on racetrack
  - injured horses
  - fallen or injured drivers

## RANGE STATEMENT

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**Reports** will be relayed to starter or steward:

- loose horses
- mobile barrier malfunction
- people and/or stray or feral animals on racetrack
- weather conditions, for example:
  - lightening
  - thunderstorm.
- courteously and efficiently
- maintaining confidentiality and discretion
- promptly
- using correct forms of greeting
- via verbal and/or written communication, including:
  - describing actions
  - giving and receiving clear, accurate and simple messages
  - listening to and interpreting information and instructions
  - written reports, including simple documents and notes.

## Unit Sector(s)

|             |                     |
|-------------|---------------------|
| Unit Sector | Harness racing code |
|-------------|---------------------|

## Co-requisite units

Co-requisite units

## Functional Area

**Functional Area**                      Racing performance services

# RGRROP301A Perform ear branding and marking up of greyhounds

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to perform industry-regulated procedures for the recording of permanent identification and registration of individual racing greyhounds. It requires knowledge of greyhound features and greyhound behaviour traits, effective interpretation and completion of written documentation, and compliance with animal welfare legislation and rules of racing.

To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports stipendiary stewards or State Principal Racing Authority delegated officers in performing industry-regulated identification and branding of racing greyhounds.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Verify identification.

1. ***Industry identification features*** are used to identify greyhounds.
2. Whelping certificates and other ***industry documentation*** are used to verify relationship of greyhound to declared parents.
3. Age of greyhound is estimated and compared with breeding and industry documentation.

Apply ear brand.

4. Animals are restrained for safety of greyhound and

**ELEMENT****PERFORMANCE CRITERIA**

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handler or operator.

5. Ear branding equipment is prepared.

6. Ear brand is applied using *humane techniques* .

7. Documentation is completed.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- communicating with licensed or registered industry personnel and others using assertive communication techniques to gather, interpret and relay information related to performing ear branding and marking up procedures
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation
- identifying individual greyhounds using industry-approved terminology, records and signalment
- operating ear branding equipment
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- common greyhound behaviour traits
- communication procedures within the kennel and wider racing industry
- first aid procedures for humans and greyhounds
- operating procedures for ear branding equipment
- procedures for completing workplace documentation related to greyhound identification and registration
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing ear branding and marking up of greyhounds
- implementation of procedures and timely techniques for safe, effective and efficient ear branding application
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to perform ear branding and marking up procedures
- safe handling areas, such as commercial kennels, training and racetracks
- work instructions and related documentation.

## EVIDENCE GUIDE

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### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols
- RGRPSG201A Handle greyhounds.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform ear branding and marking up of greyhounds. Workplaces include greyhound racecourses, training tracks and



## RANGE STATEMENT

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administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

***Industry identification features***  
will include:

- breeding
- colour
- date of whelping
- ear brands
- markings
- owner
- racing name
- registration number
- sex.

***Other industry documentation***  
may include:

- naming and registration certificate
- kennel return.

***Ear branding equipment required***  
includes:

- collar
- lead
- muzzle
- tattoo.

***Humane techniques*** ensure:

- compliance with animal welfare legislation
- compliance with rules of racing
- safety of handler and operator
- safety of greyhound.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRROP302A Brand standardbred horses

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to perform industry-regulated procedures for the recording of permanent identification and registration of individual standardbred racehorses. It requires knowledge of horse features and behaviour traits, effective interpretation and completion of written documentation, and compliance with animal welfare legislation and rules of racing.

To undertake this unit the candidate will be able to apply safe horse handling skills and follow workplace OHS standards.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports race club employees authorised to brand standardbred horses.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Verify identification of horses. | <ol style="list-style-type: none"><li>1. Industry <b><i>identification features</i></b> are used to identify mare and foal.</li><li>2. Service certificates and other industry documentation are used to <b><i>verify relationship of foal</i></b> to declared parents.</li><li>3. <b><i>Age of foal is estimated</i></b> and compared with industry documentation.</li></ol> |
| Apply brand.                     | <ol style="list-style-type: none"><li>4. Animal is restrained for safety of foal, handler and branding officer .</li><li>5. Branding equipment is prepared.</li><li>6. Branding is applied using <b><i>humane techniques</i></b> .</li><li>7. <b><i>Documentation</i></b> is completed.</li></ol>                                                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying freeze branding and maintaining freeze branding equipment
- applying safe handling and work practices when dealing with horses, including techniques required to specifically handle and restrain mares and foals
- catching, leading and handling a range of horses in a variety of environments
- communicating with licensed or registered industry personnel and others using assertive communication techniques to gather, interpret and relay information related to performing freeze branding procedures
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with horse handling
- identifying horses using industry signalment and documents
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- appropriate methods of restraining horses
- basic industry terminology related to horse identification and branding
- industry documentation required for identifying, breeding, registering and branding standardbred horses
- manufacturer specifications for the operation and maintenance of freeze branding equipment
- procedures for registering and branding standardbred horses
- protocols and procedures for communicating with licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting requirements for irregularities and problems.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when branding standardbred horses
- implementation of procedures and timely techniques for the safe, effective and efficient application of branding duties
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses
- materials and equipment relevant to assessing candidate's ability to perform branding procedures
- safe handling areas such as commercial stables, training and racetracks
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit

## EVIDENCE GUIDE

are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols
- RGRPSH201A Handle horses.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to brand standardbred horses. Workplaces include harness stables and racecourses, training tracks and public areas.

***Identification features*** may include:

- brands and other permanent skin or hair features
- coat colour

## RANGE STATEMENT

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|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                             | <ul style="list-style-type: none"> <li>• face or body markings</li> <li>• hoof colour</li> <li>• leg markings</li> <li>• muscle indentations</li> <li>• permanent scars</li> <li>• sex</li> <li>• whorls.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b><i>Verifying relationship of foal to its parents</i></b> may include:                    | <ul style="list-style-type: none"> <li>• blood type and/or DNA of sire and dam</li> <li>• colour and markings of sire and dam</li> <li>• date of birth of foal</li> <li>• date of service.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Age of foal estimate</i></b> may involve:                                             | <ul style="list-style-type: none"> <li>• reviewing characteristics to verify the declared age of the foal, including the following features: <ul style="list-style-type: none"> <li>• condition score</li> <li>• eruption of teeth</li> <li>• length of mane and tail hair</li> <li>• shape and length of hooves.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b><i>Restrained for branding</i></b> may include:                                          | <ul style="list-style-type: none"> <li>• equipment or medication that can be used for restraint using humane and safe techniques, including: <ul style="list-style-type: none"> <li>• chemical sedation supervised by a veterinarian</li> <li>• hobbles</li> <li>• nose twitch</li> </ul> </li> <li>• physical restraints that must be applied using humane and safe techniques, including: <ul style="list-style-type: none"> <li>• fitting halter or headcollar</li> <li>• handlers using their body to keep foal against mare's body, a wall or other object</li> <li>• handlers wrapping their arms around foal's body</li> <li>• handlers elevating foal's tail</li> <li>• handlers applying skin twitch</li> <li>• handlers raising one foreleg off the ground.</li> </ul> </li> </ul> |
| <b><i>Considerations for safety of foal, handler and branding officer</i></b> will include: | <ul style="list-style-type: none"> <li>• if restraints are not used, or are ill fitting or in poor condition, foals could: <ul style="list-style-type: none"> <li>• suffer distress by struggling to get away from handler or brand</li> <li>• suffer strains, contusions or breaks if they</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



## RANGE STATEMENT

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get out of restraints

- fall, be knocked over or burned if they move during application of brand
- if restraints are not used, the following injuries could occur to handler or branding officer:
  - brand or cooling agent may burn after coming into contact with skin accidentally
  - injury by being bitten, kicked, pushed into a wall or knocked over by mare and/or foal
  - needlestick injury if chemical restraints are used
  - strain while trying to restrain foal.

**Branding equipment** may include:

- authority approved branding irons, including alpha angle sequence and stud brand (if required)
- clippers for removing hair prior to branding
- coolant to super cool brands
- gloves and goggles to protect branding officer
- insulated containers suitable for storage and application of coolant to brands.

**Considerations for humane techniques** will include:

- avoiding bony features of the body when applying brands
- cooling and applying brands for an appropriate length of time for foals or young horses
- ensuring minimal stress is suffered by the animal during preparation, restraint and application of brand
- keeping foal or young horse with mother if possible to reduce separation anxiety
- monitoring foal after application of brands and release from restraints to ensure health status
- restraining animal for no longer than minimum time required to complete the job
- using chemical sedation under the supervision of a veterinary surgeon to ensure dose rate and chemical used is suitable for foals or young horses
- using restraining equipment that is in good condition and fits the animal to avoid foal escaping due to equipment malfunction and/or injury
- using restraining techniques that are suitable

## RANGE STATEMENT

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***Documentation to be completed***  
will include:

- for use on foals and young horses.
- description and drawing of brands applied
- registration papers with foal descriptions completed and verified
- report of all foals or horses inspected and branded.

## Unit Sector(s)

**Unit Sector** Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## **RGRROP303A Perform duties of clerk of course at harness or thoroughbred race meetings and trials**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit of competency specifies the outcomes required to perform the race meeting or trial duties of a clerk of the course. The unit covers the process of preparing for the race meeting, assisting in the start of races and trials, monitoring horses throughout all stages of the race or trial, and assisting in emergency and post-race procedures.

To undertake this unit the candidate will be able to demonstrate competent, high level horse riding and horse handling skills and apply workplace OHS standards.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

#### **Application of the unit**

This unit of competency supports racing industry personnel and others authorised to perform clerk of course duties at harness or thoroughbred race meetings and trials.

Competencies attained in this unit apply to the harness or thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Prepare for race meeting or trial.

1. Horses are ***conditioned*** and ***fed*** to ensure their fitness to complete the duties of a clerk of the course mount.
2. Horses are presented clean, well-groomed, sound, and in ***good health*** .
3. Horse gear is clean, well fitting and in good repair.
4. Personal presentation and dress is appropriate to the



| ELEMENT                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assist in the start of races or trials.                    | <p>status of the race meeting or trial and compliant with racing protocols and procedures.</p> <p>5. <b>OHS and racing safety protocols and procedures</b> including the use, fit and maintenance of personal protective equipment are complied with.</p> <p>6. Race fields are verified with starter and/or stewards.</p> <p>7. Identification of starters is confirmed.</p> <p>8. Horses are escorted to start.</p> <p>9. Starter and drivers or riders are assisted prior to start.</p> <p>10. <b>Effective strategies are employed</b> to assist strappers, drivers, riders, starter, barrier staff, farrier or veterinarian.</p> |
| Monitor horses throughout all stages of the race or trial. | <p>11. <b>Opportunities for horses to escape and/or cause injury are assessed</b> and strategies applied to minimise risks during racing or trial activities.</p> <p>12. <b>Racing participants</b> are monitored and directed to comply with OHS and racing protocols and procedures to avoid incidents and injury during racing activities.</p> <p>13. <b>Racing safe operating procedures</b> are followed in handling, escorting and catching horses to minimise the risk of injury to horses and racing participants.</p> <p>14. Loose and/or injured horses are restrained.</p>                                                 |
| Assist in post-race procedures.                            | <p>15. Winning driver or rider is met and escorted to entrance to mounting yard or birdcage enclosure.</p> <p>16. Safe return of horses to stables is supervised.</p> <p>17. <b>Reports</b> are made to starter and/or stewards on outcomes of any race or trial incidents.</p>                                                                                                                                                                                                                                                                                                                                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to clerk of course duties

## **REQUIRED SKILLS AND KNOWLEDGE**

- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with loading horses into barriers
- high level horse riding and handling skills
- identifying a range of horses
- identifying different items of approved gear
- judging situations and taking appropriate action to prevent problems arising or to overcome problems before they develop further
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- relaying messages to others
- responding to instructions promptly and safely
- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- working in a high pressure environment.

### **Required knowledge**

- approved gear
- basic industry terminology related to handling horses during race meetings
- common horse illnesses and injuries
- commonly used health and fitness parameters for horses
- communication procedures within the race meeting environment and wider racing industry
- effective methods of controlling horses in a range of situations
- hazard identification and risk management
- horse identification features
- nutritional requirements with respect to the horse's age and needs while in work
- personal grooming and presentation requirements
- preparing and providing balanced diets for working horses
- protocols and procedures for communicating with licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply performing the duties of clerk of course at race meetings or trials
- demonstration of competent riding and horse handling skills in a range of situations relevant to clerk of course duties
- implementation of procedures and timely techniques for the safe, effective and efficient application of clerk of course duties
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, and at different stages of preparation in race meeting and trial environments.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform clerk of course duties
- safe handling areas and racetracks, including registered race meetings and trials
- work instructions and related documentation.

## EVIDENCE GUIDE

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### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform the duties of clerk of course at race meetings and trials. Workplaces include harness or thoroughbred racecourses, training tracks, administration buildings and public areas.

Horses are ***conditioned*** by:

- planning a program taking into account the following:
- current fitness

## RANGE STATEMENT

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- expected daily work routine
- term of duties
- types of work patterns, including slow foundation work and sprints
- determining or observing fitness indicators, including:
  - recovery time after exercise
  - brightness of eye
  - appetite and general health and wellbeing
  - muscle definition
  - respiration and heart rate
  - weight of horse.

Horses are **fed** by:

- ensuring feed is of high quality, considering:
  - absence of mould or rot
  - age of material
  - rodent or other spoilage
- providing a variety of protein and energy sources, including:
  - prepackaged or bulk base feed
  - varieties of grass, hays and fodders
- taking into account horse's individual aspects, including:
  - age
  - level of work
  - individual taste
  - metabolism
  - gender
  - water consumption
- using supplements, including:
  - vitamins
  - calcium
  - electrolytes
  - potassium citrate
  - iron.

- Regular action required to ensure a horse's **good health** will include:
- hoof care
  - identifying and reporting notifiable diseases
  - illness and injury checks
  - skin checks
  - teeth treatment

## RANGE STATEMENT

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***OHS and racing safety protocols and procedures*** may include:

- vaccinations
- waste removal
- worming.
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- contributing to development of risk control measures
- following safe work practices
- identifying and reporting unsafe work practices
- identifying and preventing hazards
- identifying emergency situations
- trial and race meeting specific health and safety procedures for the protection of others, including:
  - all gear used on horses is approved and of good quality
  - protective gear conforms to required standards
- understanding individual horse behaviour
- wearing approved personal protective equipment.

***Identification of starters*** will include:

- brands
- coat colour
- markings
- race colours
- race stall number
- race book directory
- sex.

***Assistance to starter and drivers***

- assembling horses prior to going on to track

## RANGE STATEMENT

**or riders** may include:

- responding to directions from starter
- moving horses to barrier
- assisting in controlling horses after the race
- assisting in adjusting gear.

**Effective strategies employed** may include:

- assistance with:
  - adjusting of gear
  - leading or escorting horse
  - catching horse that has lost driver or rider
  - catching horse that is loose
  - hazing horse that is loose.

**Opportunities for horses to escape and/or cause injury are assessed** by:

- knowledge of racecourse layout, including access and egress points
- knowledge of expected changes in horse behaviour during race meetings, including:
  - agitation and sweating up
  - biting
  - charging forward
  - kicking
  - pulling back or sideways
  - rearing
  - reluctance to move forward
  - turning in circles.

**Racing participants** may include:

- drivers (harness)
- jockeys (thoroughbred)
- punters and other racegoers
- race day staff
- strappers
- trainers.

**Racing safe operating procedures** will include:

- procedures that are relevant to the range of race meeting clerk of course activities, including:
  - catching loose horses
  - fitting gear to horses behind the barriers
  - escorting horses to mounting yard or birdcage enclosure.

**Reports** are relayed to stewards or starter:

- courteously and efficiently
- maintaining confidentiality and discretion
- promptly
- using correct forms of greeting
- via verbal and/or written communication,

## RANGE STATEMENT

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including:

- describing actions
- giving and receiving clear, accurate and simple messages
- listening to and interpreting information and instructions
- written reports may include simple documents and notes.

## Unit Sector(s)

|                    |                                       |
|--------------------|---------------------------------------|
| <b>Unit Sector</b> | Harness and thoroughbred racing codes |
|--------------------|---------------------------------------|

## Co-requisite units

**Co-requisite units**

## Functional Area

|                        |                             |
|------------------------|-----------------------------|
| <b>Functional Area</b> | Racing performance services |
|------------------------|-----------------------------|



# RGRROP304A Perform duties of clerk of scales at greyhound race meetings

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to effectively perform the duties of a clerk of scales at greyhound race meetings. It requires knowledge of greyhound weight variations, greyhound behaviour, common greyhound handling techniques, and verbal and written communication skills.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports race club personnel or others who may be required to perform the duties of clerk of scales at greyhound racing meetings.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Weigh greyhounds prior to pre-race kennelling.

1. Scales are checked to verify accuracy and correct operation.
2. ***Weight variations*** for greyhounds are explained.
3. ***Weights allowed*** for each greyhound are verified prior to weigh out.
4. Greyhounds are weighed according to safe operating procedures and results are recorded.
5. ***Stewards are advised*** of the results of greyhound weigh out.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to the conduct of clerk of scales duties
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation
- judging situations and seeking assistance to prevent problems arising or to overcome problems before they develop further
- operating and correctly reading weighing scales
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting incidents to supervisor or stewards in a timely manner
- teamwork skills to ensure completion of job tasks
- written communication skills to record data and complete workplace documentation and reports.

#### Required knowledge

- common greyhound handling techniques
- communication procedures used by race day kennel and wider racing industry
- equipment used in work role and procedures for its operation, shut down, maintenance and emergency stop
- greyhound weight allowances and variations
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by greyhounds
- relevant rules of racing
- reporting lines and procedures.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the

## EVIDENCE GUIDE

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing clerk of scales duties
- implementation of procedures and timely techniques for the safe, effective and efficient application of clerk of scales operations
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to undertake clerk of scales duties
- race day approved kennelling facilities
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge

## EVIDENCE GUIDE

- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform the duties of a greyhound clerk of scales. Workplaces include greyhound racecourses, training tracks and administration buildings.

Factors related to ***weight variations*** for greyhounds may include:

- natural body structure
- sprinters and stayers
- thickness of the skin as a guide to body fat
- muscle bulk or excessive muscle tone
- rib visibility
- stress on bones and joints.

## RANGE STATEMENT

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**Weight allowances** are determined by:

- previous racing weight
- range permitted with requirement to inform stewards if greyhound is 1kg or more than last registered weight.

Considerations when **greyhounds are weighed** will include:

- greyhound behaviour
- safe handling techniques
- muzzle left on and collar and lead taken off
- clearly calling the new weight.

**Safe operating procedures** may include:

- applying safe manual handling techniques
- considering variables that influence behaviour of greyhounds, such as:

- noise
- other persons or animals

- using personal protective equipment
- using well-maintained and safe gear.

**Stewards are advised :**

- courteously and efficiently
- maintaining confidentiality and discretion
- promptly
- using correct forms of greeting
- via verbal and/or written communication, including:
  - describing actions
  - giving and receiving clear, accurate and simple messages
  - listening to and interpreting information and instructions
  - written reports may include simple documents and notes.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## **RGRROP305A Perform duties of clerk of scales for horses at thoroughbred race meetings**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to perform the duties of clerk of scales for horses at thoroughbred race meetings. It requires knowledge of horse behaviour and the ability to apply safe handling techniques and safe operating procedures related to weighing horses and using weighing scales.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

**Application of the unit** This unit of competency supports race club personnel or others who may be required to perform the duties of clerk of scales for horses at thoroughbred race meetings.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor



## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
|---------|----------------------|

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weigh horse prior to each race. | <ol style="list-style-type: none"><li>1. Scales are checked to verify accuracy and correct operation.</li><li>2. <b><i>Weight of horse</i></b> at previous weigh out is checked.</li><li>3. <b><i>Safe operating procedures</i></b> are followed during weighing of horses to avoid injury and ensure accuracy of weighing.</li><li>4. <b><i>Safe and effective horse handling strategies</i></b> are employed to assist the loading and weighing of nervous or reluctant horses.</li><li>5. Horse is weighed and weight recorded.</li><li>6. <b><i>Stewards are advised</i></b> of the results of horse weigh out.</li></ol> |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- communicating with stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to the conduct of duties of clerk of scales for horses
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation
- judging situations and seeking assistance to prevent problems arising or to overcome problems before they develop further
- operating and correctly reading weighing scales
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting incidents to supervisor or stewards in a timely manner
- teamwork skills to ensure completion of job tasks
- written communication skills to record date and complete workplace documentation and reports.

#### Required knowledge

- common horse handling techniques
- communication procedures used by race day personnel and wider racing industry
- equipment used in work role and procedures for its operation, shut down, maintenance and emergency stop
- horse weight allowances and variations
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting lines and procedures.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing duties of clerk of scales for horses
- implementation of procedures and timely techniques for the safe, effective and efficient application of clerk of scales horse operations
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to undertake duties of clerk of scales for horses
- race day approved horse weighing facilities
- work instructions and related documentation.

#### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit

## EVIDENCE GUIDE

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are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform the duties of clerk of scales for horses. Workplaces include thoroughbred racecourses, training tracks and administration buildings.

Reasons ***weight of horse*** may be important include:

- betting fluctuations
- conditioning
- health

## RANGE STATEMENT

---

***Safe operating procedures*** may include:

- performance.
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- using an anti-rearing bit or bridle headpiece with bit and double clip lead
- using personal protective equipment
- using well-maintained and safe gear.

***Safe and effective horse handling strategies*** may include:

- applying appropriate restraining techniques
- assessing behaviour prior to handling
- identifying good behaviour traits and bad behaviour traits and vices
- relating horse behaviour to level of education and experience of the horse.

***Stewards are advised :***

- courteously and efficiently
- maintaining confidentiality and discretion
- promptly
- using correct forms of greeting
- via verbal and/or written communication, including:
  - describing actions
  - giving and receiving clear, accurate and simple messages
  - listening to and interpreting information and instructions
  - written reports may include simple documents and notes.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRROP306A Perform duties of clerk of scales for jockeys at thoroughbred race meetings

### Modification History

Not Applicable

### Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to perform the duties of a clerk of scales for jockeys at thoroughbred race meetings. It requires knowledge of approved and non-approved race gear and an ability to use appropriate forms of communication with stewards, trainers, jockeys and other racing industry personnel.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

**Application of the unit** This unit of competency supports racing industry personnel and others authorised to perform the duties of clerk of scales for jockeys at thoroughbred race meetings.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

---

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for weigh out.            | <ol style="list-style-type: none"><li>1. Scales are checked to verify accuracy and correct operation.</li><li>2. <b><i>Weight allowed</i></b> for each jockey in each race is verified prior to weigh out.</li><li>3. Weight allowances for apprentice jockeys are explained.</li><li>4. Reasons for weight fluctuations are explained.</li><li>5. Jockey's gear is stored near scales prior to race.</li></ol> |
| Weigh jockeys prior to each race. | <ol style="list-style-type: none"><li>6. <b><i>Jockeys are weighed-out</i></b> , lead is allocated if required and results are recorded.</li><li>7. Handover of gear from jockey to trainer is observed.</li><li>8. <b><i>Approved gear</i></b> is verified with jockey or trainer.</li><li>9. <b><i>Stewards are advised</i></b> of the results of jockey weigh out.</li></ol>                                 |



## ELEMENT

## PERFORMANCE CRITERIA

|                                |                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weigh jockeys after each race. | 10. <b><i>Jockeys are weighed-in</i></b> and results recorded .<br>11. <b><i>Allowed variations</i></b> in weigh-in versus weigh-out weights are explained.<br>12. Stewards are advised of results. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to clerk of scales duties
- completing duties in accordance with safe operating procedures and nominated time frame
- judging situations and taking appropriate action to prevent problems arising or to overcome problems before they develop further
- operating and reading weight scales
- reading and interpreting workplace documents, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding to instructions promptly and safely
- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- working in a high pressure environment
- written communications skills to record data and complete workplace documentation and reports.

#### Required knowledge

- approved gear
- basic industry terminology related to race meeting procedures
- communication procedures within the race meeting environment and wider racing industry
- personal grooming and presentation requirements
- protocols and procedures for communicating with licensed and other racing industry personnel
- racing industry safety requirements, including safe operating procedures

## REQUIRED SKILLS AND KNOWLEDGE

- relevant rules of racing
- reporting requirements for irregularities and problems
- weight allowances and variations.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply performing the duties of clerk of scales for jockeys at thoroughbred race meetings
- implementation of procedures and timely techniques for the safe, effective and efficient application of clerk of scales duties
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing

## EVIDENCE GUIDE

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### Method of assessment

candidate's ability to perform clerk of scales duties

- safe handling areas such as racetracks, including race meetings and trials
- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

---

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform the duties of clerk of scales for jockeys at thoroughbred race meetings. Workplaces include thoroughbred racecourses, training tracks, administration buildings and public areas.

## RANGE STATEMENT

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**Weight allowed** for each jockey may include:

- handicap weight allocated by handicapper in relation to:
  - jockey classification, such as senior jockey or apprentice jockey
  - class of race, for example:
    - set weight
    - set weight penalties
    - weight-for-age
- gear included, for example:
  - breastplates
  - rings
- gear excluded, for example:
  - blinkers
  - pacifiers
  - saddlecloths
  - skull caps
  - whips
- lead and lead bags
- weight in relation to body protectors
- minimum weight.

**Weight allowances for apprentice jockeys** may include:

- allowance for group and listed races
- checking race books to ensure all information is correct, including apprentice claims
- location of race, for example:
  - country regions
  - metropolitan
  - provincial
- number of winners ridden in each region
- kilogram allowance in each region in relation to numbers of winners ridden
- keeping records, for example winning rides book
- weight claim at start and end of the day's racing.

Factors when **jockeys are weighed out** may include:

- correct gear is included and scrutinised
- jockeys are wearing correct clothing
- jockeys are weighed approximately 30 minutes before race.

**Approved gear** may include:

- breastplates

## RANGE STATEMENT

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- girths
  - girth covers
  - pacifiers
  - rings
  - saddles
  - stirrup leathers
  - surcingles.
- Stewards are advised :**
- courteously and efficiently
  - maintaining confidentiality and discretion
  - promptly
  - using correct forms of greeting
  - via verbal and/or written communication, including:
    - describing actions
    - giving and receiving clear, accurate and simple messages
    - listening to and interpreting information and instructions
    - written reports may include simple documents and notes.
- Jockeys ***weighed-in*** are:
- first five jockeys in order of race result.
- Allowed variations*** at weigh-in and weigh-out may include:
- allowance for bridle
  - declaring overweight at weigh-out
  - overweight due to accumulated mud or moisture
  - penalties at weigh-in for flat races and hurdles
  - underweight due to heavy sweating of jockey.

## Unit Sector(s)

**Unit Sector** Thoroughbred racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

# RGRROP307A Perform duties of lure driver at race meetings and trials

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to operate the lure during greyhound race meetings and trials. It requires an ability to observe and respond to greyhound behaviour during and after a race by controlling the speed and distance of the race field from the lure. Performing pre and post-operation checks on lure equipment and adhering to safe operating procedures are essential, as the operation of the lure represents a high risk of injury to greyhounds and personnel.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports race club staff or others who are authorised to operate the greyhound lure during race meetings and trials.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race meeting. | <ol style="list-style-type: none"><li>1. Race fields and distance are verified prior to commencement of race meeting.</li><li>2. <b><i>Rules of racing , protocols and procedures</i></b> relating to operation of lure are identified.</li><li>3. Pre-start check of <b><i>lure equipment</i></b> and power source is carried out.</li><li>4. Lure is checked for safe and accurate operation prior to commencement of race meeting.</li><li>5. <b><i>Hazards in operation of lure</i></b> are identified and techniques used to minimise the risk of injury are employed.</li></ol> |
| Operate lure.             | <ol style="list-style-type: none"><li>6. <b><i>Lure is operated</i></b> according to stewards' directions.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



| ELEMENT                    | PERFORMANCE CRITERIA                                                                                              |
|----------------------------|-------------------------------------------------------------------------------------------------------------------|
| Shut down lure operations. | 7. Lure is operated during stir-up in accordance with the rules of racing and safe operating procedures.          |
|                            | 8. Lure is operated during races and trials in accordance with the rules of racing and safe operating procedures. |
|                            | 9. Lure is stopped at the end of a race within <b><i>a safe and appropriate distance of catching pen</i></b> .    |
|                            | 10. Lure equipment and power source are checked for damage or maintenance requirements after last race or trial.  |
|                            | 11. Race club is notified of maintenance or service requirements for lure and power supply.                       |
|                            | 12. Power supply is shut off and lure equipment is packed and stored.                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- Applying safety handling and work practises when catching, leading and controlling greyhounds
- Communicating with race meeting staff, stewards, racing participants and others using assertive communication techniques to gather, interpret and relay information related to lure operations
- Completing duties in accordance with safe operating procedures and nominated time frame
- Evaluating risks associated with lure operations
- Giving evidence in racing inquiries and investigations
- Making effective decisions and resolving routine problems within the bounds of duties and responsibilities
- Making judgements on necessity to stop lure during a race
- Operating lure equipment in accordance with safe operating and race day procedures
- Reading and interpreting workplace documentation, including rules of racing
- Relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- Reporting incidents to stewards in a timely manner
- Reporting problems with lure operation to stewards, racing officials and/or race

## REQUIRED SKILLS AND KNOWLEDGE

club staff in a timely manner

- Responding promptly to emergencies or potential hazards by controlling lure speed and distance or shutting down equipment
- Written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within race day operations and wider racing industry
- environmental protection requirements, including noise and emission control
- equipment used in work role and the procedures for its operation, shut down maintenance and emergency stop
- general OHS requirements, including operating machinery and working in a confined space
- greyhound behaviour relating to chasing prey or lure and racing with others
- principles of racing industry animal welfare requirements and guidelines for animals used in competition
- race distances and individual track characteristics
- racing industry safety requirements, including safe operating procedures
- race day and trial lure operation procedures
- rules of racing in relation to conduct of races or trials, operation of lures and greyhound welfare
- time management for the completion of work tasks
- written and verbal report formats and protocols for reporting issues to stewards or racing officials.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when driving a lure at race meetings or trials

## EVIDENCE GUIDE

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- implementation of procedures and timely techniques for the safe, effective and efficient application of lure driving operations
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of, and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to perform lure driver duties
- safe handling and lure operation facilities, such as training and racetracks and a variety of greyhound fields
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of

## EVIDENCE GUIDE

### assessment

particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Rules of racing , protocols and procedures*** related to lure operation may include:

- Australian and local rules of racing
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to state, territory or federal legislation related to animal welfare
- following instructions from race day stewards and other officials
- following safe operating procedures.

***Lure equipment*** may include:

- lure, such as artificial hare or rabbit
- lure arm
- lure engine, drive wheels and pulley system
- power supply:
  - diesel
  - mains power
- operating panel
- safety cut-off switch.

***Hazards in operation of lure*** may include:

- chemicals and hazardous substances
- confined space
- fumes and emissions
- greyhounds
- lure and lure cables or wiring
- machinery and equipment
- noise
- other people, including:

## RANGE STATEMENT

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- Lure is operated by:***
- contractors
  - employees
  - visitors
  - physical environment
  - unsafe work practices.
  - conducting pre-start safety and operations check
  - controlling distance of lure from race field so as not to impede or otherwise disrupt running of the race
  - performing emergency stop of lure due to incident or potential contact of lure with people or greyhounds
  - running lure during stir-up
  - stopping lure post-race after drawing greyhounds into catching pen area.
- Safe and appropriate distance of catching pen will include:***
- considering actual distance according to the behaviour of individual race fields
  - stopping lure at a sufficient distance to prevent greyhounds doubling back down the track once the lure has stopped.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRROP308A Drive mobile start vehicle

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to safely and efficiently drive a mobile start vehicle at harness race meetings under the direction of the race starter. It requires knowledge and skills associated with vehicle, barrier and starter equipment safety and operations checks, strategies to maintain required speed and distance from race field during starting operations, and taking evasive action in emergency situations in accordance with the rules of racing and related protocols.

To undertake this unit the candidate will have an understanding of horse behaviour traits and be able to apply workplace OHS standards. A current driver's licence and a high level of driving experience is also a requirement.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel and others authorised to drive the mobile start vehicle at harness race meetings.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                        |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race meeting. | <ol style="list-style-type: none"><li>1. Race types, times and distances are confirmed.</li><li>2. Pre-start <b>vehicle check</b> is completed.</li><li>3. <b>Barrier and starter equipment</b> operation check is completed.</li><li>4. Instructions from starter are confirmed.</li></ol> |
| Drive vehicle.            | <ol style="list-style-type: none"><li>5. Vehicle is not operated until all passengers are correctly seated.</li><li>6. Vehicle is started, manoeuvred into position on track and</li></ol>                                                                                                  |



| ELEMENT                               | PERFORMANCE CRITERIA                                                                                |
|---------------------------------------|-----------------------------------------------------------------------------------------------------|
| Perform post-race meeting activities. | stopped in accordance with <i>safe operating procedures</i> .                                       |
|                                       | 7. Vehicle speed and distance from field are adjusted according to starter instructions.            |
|                                       | 8. Evasive action is taken in case of <i>track emergency</i> or vehicle malfunction.                |
|                                       | 9. <i>Vehicle is driven out of the path</i> of race field once the race has started.                |
|                                       | 10. Vehicle is checked for damage and maintenance requirements.                                     |
|                                       | 11. Logbook is completed and repairs or maintenance requirements are <i>reported to race club</i> . |
|                                       | 12. Vehicle is stored and secured.                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe and effective driving and work practices when operating start vehicle
- communicating with stewards, racing officials, licensed and registered personnel, co-workers and others using assertive communication techniques to gather and relay information related to driving the mobile start vehicle at race meetings
- completing duties in accordance with safe operating procedures and nominated time frame
- evaluating risks associated with race start activities
- following and responding to instructions promptly
- judging situations and seeking assistance to prevent problems arising or to overcome problems before they develop further
- identifying behaviour of horses
- reading and interpreting workplace documentation, including relevant rules of racing
- recognising potential incidents or emergency situations and applying appropriate evasive action and strategies
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- relaying messages to others
- teamwork skills to ensure completion of job tasks

## REQUIRED SKILLS AND KNOWLEDGE

- written communication skills to complete workplace documentation and reports.

### Required knowledge

- industry terminology related to race meetings and the wider industry
- limits of own responsibility
- personal grooming and presentation requirements
- protocols and procedures for communicating with licensed and other racing industry personnel
- protocols and procedures associated with race start driving operations
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when assisting with harness race starts
- demonstration of effective mobile start vehicle driving skills, including maintaining required speed and distance from race field during starting operations and evasive action techniques
- implementation of procedures and timely techniques for the safe, effective and efficient application of mobile start vehicle duties
- working with others to undertake and complete driving procedures that meet required outcomes.

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## EVIDENCE GUIDE

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### Context of, and specific resources for assessment

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses
- materials and equipment relevant to assessing candidate's ability to drive mobile start vehicle at harness races
- mobile start vehicles
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities,

## EVIDENCE GUIDE

Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Pre-start ***vehicle check*** will include:

- battery
- damage
- fuel
- lights
- oil
- power steering fluid
- transmission fluid
- tyre pressure
- water.

Checking ***barrier and starter equipment*** will include:

- barrier wing hydraulics
- communication systems between starter and driver
- damage
- operation
- transmission fluid.

***Safe operating procedures*** will include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of horses, such as:

## RANGE STATEMENT

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- fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
  - ensuring vehicle keeps a suitable distance from horses that may be warming up on the track
  - ensuring driver stops or moves out of the way if there is a problem with a horse
  - ensuring horses are not near track entrance as vehicle enters.
- Track emergencies** may include:
- horse injury
  - loose horses
  - mobile wings malfunction
  - driver injury.
- Vehicle is driven out of the path** of race field by:
- accelerating away from field
  - moving to the side of the track then off track
  - taking care around corners as vehicle is top heavy with starter.
- Reports to race club** may include:
- via verbal and/or written communication, including:
    - describing actions
    - giving and receiving clear, accurate and simple messages
    - listening to and interpreting information and instructions
    - written reports may include simple documents and notes.

## Unit Sector(s)

**Unit Sector**                      Harness racing code

## Co-requisite units

**Co-requisite units**

## Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

# RGRROP309A Perform duties of catching pen supervisor

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to supervise and assist in the catching of greyhounds after a race or trial and includes post-race identification of greyhounds.

To undertake this unit the candidate will be able to apply safe greyhound handling skills. It is recommended that RGRCMN201A Follow OHS procedures and observe environmental work practices be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports licensed and registered personnel and others in the greyhound racing industry who may be required to supervise catching pen operations as part of their job function.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race meeting. | <ol style="list-style-type: none"><li>1. Race fields and distances are confirmed.</li><li>2. Catching pen operation is tested prior to commencement of race meeting.</li><li>3. <b><i>Props</i></b> used to attract greyhounds are available near catching area.</li><li>4. <b><i>Rules of racing , protocols and procedures related to catching pen operation</i></b> are explained to racing participants and complied with by participants and catching pen staff.</li><li>5. Potential hazards in catching area are identified and strategies used to minimise risk of injury are employed.</li></ol> |
| Operate catching pen.     | <ol style="list-style-type: none"><li>6. Last lap of race is identified and safe time to enter</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supervise greyhound catchers. | <p>catching area is determined.</p> <p>7. Greyhounds are lured into catching area using techniques that are safe for self, catchers and greyhounds.</p> <p>8. Catching area is secured.</p> <p>9. Catchers are supervised during catching of greyhounds.</p> <p>10. <b>Identification of greyhounds</b> is verified before greyhounds leave catching area.</p> <p>11. Catching pen gate is prepared for next race once greyhounds have been secured.</p> <p>12. <b>Incidents</b> are reported to stewards.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when catching, leading and controlling greyhounds
- communicating with race meeting staff, stewards, racing participants and others using assertive communication techniques to gather, interpret and relay information related to the conduct and operation of racing and catching pens
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation
- evaluating risks associated with catching pens and catching greyhounds
- giving instructions
- giving evidence in racing inquiries and investigations
- identifying and correctly fitting gear
- identifying individual greyhounds using industry-approved terminology, records and signalment
- identifying injured and distressed greyhounds that require assistance
- making effective decisions and resolving routine problems within the bounds of the duties and responsibilities of a catching pen supervisor
- performing pre and post-race catching pen supervisory procedures
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with

## REQUIRED SKILLS AND KNOWLEDGE

varying physical and mental abilities

- reporting incidents to stewards in a timely manner
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- characteristics of healthy greyhounds
- communication procedures within the kennel and wider racing industry
- equipment used in work role and procedures for its operation, shut down maintenance and emergency stop
- first aid procedures for humans and greyhounds
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- race day and trial catching pen procedures
- rules of greyhound racing, including state and local variations relating to job function and associated tasks, protocols and procedures.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when supervising catching pen operations
- implementation of procedures and timely techniques for the safe, effective and efficient application of catching pen operations
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

## EVIDENCE GUIDE

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### Context of, and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds at different stages of race preparation
- materials and equipment relevant to assessing candidate's ability to supervise catching pen operations
- safe handling and catching pen areas, such as training and racetracks
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols
- RGRPSG201A Handle greyhounds.

### Guidance information for

Assessment methods should reflect workplace demands

## EVIDENCE GUIDE

### assessment

(e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Props*** used to attract greyhounds to catching area may include:

- false lure dragged by catching pen attendant
- synchronised timing of lure switch off with approach of greyhounds to catching area
- visual barrier to block greyhounds' view of track.

***Rules of racing , protocols and procedures related to catching pen operations*** may include:

- Australian and local rules of racing
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to state, territory or federal legislation related to animal welfare
- adhering to personal presentation standards
- following instructions from race day stewards and other officials.

***Potential hazards in catching area*** may include:

- getting hit by the lure
- getting hit by greyhounds running into the pen
- getting hit or jammed in the catching gate
- greyhounds attacking other greyhounds
- greyhounds not entering the catching pen and running back down the track
- making physical contact with greyhound catchers
- tripping or falling while encouraging greyhounds into the catching area.

## RANGE STATEMENT

**Strategies to minimise risk** may include:

- controlling access to the catching area until it is safe to enter
- switching off lure at strategic distance from catching pen
- ensuring all greyhounds are in catching pen before closing the gate
- ensuring timing of use of catching area props is likely to attract greyhounds into pen
- directing catchers to concentrate on catching their own greyhound
- knowing greyhound behaviour traits
- moving swiftly to catch greyhounds that may appear to be ready to fight
- paying attention to where catchers and greyhounds are in the catching pen
- talking to greyhound trainer about a greyhound's behaviour.

**Identification of greyhounds** may include:

- coat colour and markings
- ear brand
- race rug colour and number
- racing registration certificate.

**Incidents** to be reported to stewards may include:

- accidents or near misses in the catching pen area or surrounds
- inability to verify identification of greyhounds with racing documentation
- injured, distressed or sick greyhounds
- failure of catching pen equipment
- failure of racing participants to comply with catching pen supervisor's instructions.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

## RGRROP310A Supervise race meeting kennels

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to supervise race meeting kennelling procedures before, during and after racing. It requires adherence to the compliance requirements associated with the rules of racing and related protocols, allocating duties to and monitoring performance of kennel staff to ensure procedures meet security standards and race schedule timetable in line with stewards' directions.

To undertake this unit the candidate will be able to oversee safe greyhound handling skills. It is recommended that RGRCMN201A Follow OHS procedures and observe environmental work practices be delivered in conjunction with or before this unit of competency.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports licensed and registered personnel and others in the greyhound racing industry who may be required to supervise race meeting kennels as part of their job function.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for kennelling.           | <ol style="list-style-type: none"><li>1. <b><i>Rules of racing</i></b> that apply to kennelling procedures are identified and applied.</li><li>2. Kennels are checked for cleanliness, repair and <b><i>security</i></b> .</li><li>3. Kennels are secured and operation of monitors (if present) or other security devices is verified prior to commencement of kennelling.</li><li>4. <b><i>Duties</i></b> are allocated to kennel staff.</li><li>5. <b><i>OHS hazards</i></b> are identified <b><i>and risks</i></b> managed.</li></ol> |
| Oversee kennelling procedures for | <ol style="list-style-type: none"><li>6. Purpose of and requirements for kennelling procedures and the obligations of staff to comply are explained to kennel attendants.</li></ol>                                                                                                                                                                                                                                                                                                                                                       |



| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| greyhounds.                   | <p>7. <b>Identification</b> , weight and <b>health</b> of greyhounds are verified prior to allocation of kennel.</p> <p>8. Kennels for each race are <b>allocated</b> using racing protocols and procedures.</p> <p>9. Procedures for <b>escorting and securing</b> greyhound in allocated kennel are observed.</p> <p>10. Greyhound attendants are <b>supervised</b> during visits to kennels.</p> |
| Oversee pre-race procedures.  | <p>11. Procedures for <b>marshalling</b> greyhounds are monitored.</p> <p>12. Procedures for <b>conduct of stir-up</b> are monitored.</p> <p>13. Procedures for supervising greyhound <b>empty-out</b> are monitored.</p> <p>14. Procedures for escorting greyhounds to race start are monitored.</p> <p>15. <b>Distressed or ill</b> greyhounds are reported to veterinarian and stewards.</p>     |
| Oversee post-race procedures. | <p>16. Procedures for kennelling greyhounds for post-race swabbing are monitored.</p> <p>17. Veterinarian is called to inspect greyhounds that are <b>injured</b> , ill or nominated by stewards.</p> <p>18. Reports on greyhounds' status are relayed to stewards.</p> <p>19. <b>Swabbing</b> of greyhounds is monitored.</p>                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with race meeting staff, stewards, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to supervising race meeting kennels
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation
- delegating duties to others, including volunteers and workers
- evaluating risks associated with race meeting kennelling and race day operations
- giving evidence in racing inquiries and investigations

## REQUIRED SKILLS AND KNOWLEDGE

- identifying individual greyhounds using industry approved terminology, records and signalment
- identifying injured or distressed greyhounds that require assistance
- making effective decisions and resolving routine problems within the bounds of duties and responsibilities of a race meeting supervisor
- monitoring kennelling and greyhound security procedures and using effective communication skills to ensure compliance by staff and greyhound attendants
- operating closed circuit television and other devices used for monitoring security
- operating telephones, two-way radios and other communication tools
- overseeing safe handling and work practices when dealing with greyhounds
- reading and interpreting racing documents relating to race distances, race fields, track conditions, greyhound identification and performance records
- reading and interpreting workplace documentation, including rules of racing and kennelling procedures
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting incidents to stewards in a timely manner
- resolving disputes according to greyhound racing protocols and procedures
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- characteristics of healthy greyhounds
- common features of injury, illness and distress in greyhounds
- communication procedures within the racing kennel and wider racing industry
- equipment used in work role and procedures for its operation, shut down, maintenance and emergency stop
- positive and effective communication strategies used to manage and work with a team, deal with conflicts and resolve disputes
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- rules of racing and industry protocols and procedures in relation to kennelling, greyhound inspections, pre-race procedures, swabbing, greyhound welfare and the rights and responsibilities of greyhound attendants, owners and kennel staff.

## Evidence Guide

### EVIDENCE GUIDE

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## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when supervising race meeting kennel operations
- implementation of procedures and timely techniques for the safe, effective and efficient application of race meeting kennel operations
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to supervise race meeting kennel operations
- safe handling and approved race meeting kennel areas and associated facilities
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required

## EVIDENCE GUIDE

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Guidance information for assessment</b></p> | <p>knowledge</p> <ul style="list-style-type: none"> <li>observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.</li> </ul> <p>Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.</p> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:</p> <ul style="list-style-type: none"> <li>RGRCMN001A Comply with the rules of racing and related protocols.</li> </ul> <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p> |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Rules of racing*** that apply to kennelling procedures may include:

- appointment of stewards and officials
- authority, committee and stewards
- greyhounds in public places
- identification of greyhounds
- race meetings
- registration of greyhounds
- registration of owners, trainers and attendants
- running of races
- weights and inspections of greyhounds.

## RANGE STATEMENT

**Security** requirements may include:

- greyhound attendants must be supervised while in the vicinity of or handling greyhounds
- greyhounds must be monitored while kennelled to identify ill or distressed animals
- kennels must be:
  - designed to prevent contact with greyhounds by persons or objects
  - free of materials or contaminants that could affect the blood, urine or samples taken from greyhounds at race meetings
  - free of materials, substances or objects that could injure or cause illness to greyhounds
  - locked with tamper-evident locks and seals
  - monitored to identify anyone who has contact with or is in the vicinity of greyhounds that have been kennelled prior to racing or swabbing.

**Duties** performed by kennel staff may include:

- allocating and collecting race rugs and attendant jackets
- allocating kennels and escorting greyhounds and attendants to kennels
- cleaning kennels and surrounding area pre-race meeting
- cleaning and securing kennels post-race meeting
- escorting greyhounds to parade area
- identifying greyhounds during pre-kennel inspections, prior to racing, after racing and prior to swabbing
- supervising greyhounds and attendants during approved contact prior to racing
- supervising post-race hosing and care of greyhounds
- supervising stir-up
- supervising weighing of greyhounds.

**OHS hazards and risks** may include:

- contraction of zoonotic diseases
- extremes of hot or cold weather
- greyhounds biting, fighting or running into people
- high levels of noise due to greyhounds barking
- lifting greyhounds
- trips, slips and falls

## RANGE STATEMENT

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Features considered to verify **identification and health** of greyhounds may include:

- unsafe work practices
- working in confined spaces.
- identification characteristics, including:
  - approximate age
  - colour
  - ear brands
  - greyhound authority issued identification certificates
  - other signalment, including:
    - nail colour
    - scars
    - whorls
  - sex
- general characteristics of good health, including:
  - absence of skin disease
  - colour of conjunctiva
  - ease of movement when walking around inspection area
  - general attitude and interest in surroundings
  - reaction to flexion or extension of joints
  - reaction to light
  - reaction to palpation of external body structures.

Protocol and procedures when kennels are **allocated** may include:

- individual kennels cannot be reserved for greyhounds
- individual kennels within the race field are randomly allocated to greyhounds
- lock and seal numbers are recorded for each kennel
- race field kennel rows are allocated using a random selection procedure
- race field kennels include all animals in a particular race
- separate kennels are prepared and kept secure for greyhounds that are nominated for swabbing
- swabbing kennels are allocated on a random basis then locked with an individual lock and seal.

## RANGE STATEMENT

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Procedures to follow when greyhounds are <b>escorted and secured</b> in kennels will include: | <ul style="list-style-type: none"> <li>• a separate lock and numbered seal are attached once greyhound has been installed</li> <li>• a separate lock and seal are attached to gate enclosing the race field kennel row once all greyhounds have been installed</li> <li>• attendants may only visit greyhounds with the approval of stewards or kennel supervisor</li> <li>• attendants must be escorted to and from kennel by race meeting official</li> <li>• each greyhound and attendant must be escorted by a race meeting official to the allocated kennel, with the official observing the installation of the greyhound and ensuring bedding is compliant with the rules of racing.</li> </ul> |
| Attendants are <b>supervised</b> during visits to kennels to:                                 | <ul style="list-style-type: none"> <li>• ensure they do not give anything or do anything, or allow anyone else to give or do anything that could affect the greyhound's race performance or welfare.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Main features of the pre-race <b>marshalling</b> procedure include:                           | <ul style="list-style-type: none"> <li>• greyhound attendants are: <ul style="list-style-type: none"> <li>• called to collect their greyhounds</li> <li>• allocated a jacket based on greyhound box draw</li> <li>• supervised as they bring greyhounds to marshalling area</li> </ul> </li> <li>• greyhound collars, muzzles and leads are checked for compliance with rules as well as safe condition and fit</li> <li>• greyhound identification is verified</li> <li>• race rugs are allocated to greyhounds based on box draw.</li> </ul>                                                                                                                                                         |
| <b>Conduct of stir-up</b> involves:                                                           | <ul style="list-style-type: none"> <li>• lure being operated within sight and sound of greyhounds to excite some greyhounds immediately prior to racing</li> <li>• greyhounds being held by their attendants during the stir-up in an allocated, usually fenced area</li> <li>• no greyhounds being allowed on the track during stir-up.</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| <b>Empty-out</b> procedures may include:                                                      | <ul style="list-style-type: none"> <li>• greyhound and attendant are kept under observation during empty-out and pre-race marshalling</li> <li>• greyhound attendant is escorted to kennel and area allocated for greyhounds to urinate or</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## RANGE STATEMENT

Procedures of ***escorting greyhounds to race start*** include:

- defecate.
- greyhounds and attendants are allocated and must wear race rugs and jackets that correspond to the greyhound box draw
- greyhounds must stay in box draw order during the walk to the race start
- if a greyhound stops for any reason, the rest of the field must also stop so that the race field is not spread out over a large distance
- parade officials must assert their authority using effective communication skills to ensure greyhound attendants comply with parade procedures
- race field must reach the race start area within allocated time frame to ensure greyhounds can be loaded so race starts are on time.

Features of ***distressed or ill*** greyhounds may include:

- behavioural characteristics, including:
  - body curled, head lowered and tail between legs
  - general lack of interest in surroundings and/or lethargy
  - laying down and refusing to stand
  - unwilling to leave kennel area
- physical characteristics of illness or distress, including:
  - convulsions
  - diarrhoea
  - discharge of blood
  - excessive panting or salivating
  - loss of consciousness
  - straining to pass urine or faeces without producing any material
  - vomiting
  - yelping or whimpering.

Features of ***injured*** greyhounds may include:

- lack of coordination
- laying down and refusing to stand
- limping
- reluctance to put limb to the ground
- reluctance to walk.

***Swabbing*** will include:

- escorting greyhound and attendant from the time they are selected for swabbing until



## RANGE STATEMENT

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greyhound is installed in swab kennel and kennel is secured using individual lock and seal by a race meeting attendant

- escorting greyhound and attendant to sample collection area
- verifying greyhound identification prior to collecting samples
- designated swabbing attendant or official collecting blood, urine and other samples from greyhounds
- following procedures for collecting and storing samples.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# RGRROP311A Perform duties of greyhound race starter

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to safely and efficiently conduct greyhound race starts. It requires knowledge and skills associated with preparing for race starts, and working closely with other race meeting staff to start races and complete post-race activities, including the provision of reports to stewards and race club personnel.

To undertake this unit the candidate will be able to apply safe greyhound handling skills and follow workplace OHS standards.

This unit of competency operates in work environments of racing kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports licensed and registered personnel and others in the greyhound racing industry who may be required to act as starters for greyhound race meetings as part of their job function.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race starts. | <ol style="list-style-type: none"> <li>1. Race fields and distances are confirmed.</li> <li>2. <b><i>Past problems</i></b> with particular greyhounds during race starts are noted.</li> <li>3. <b><i>Operation of start boxes and other equipment</i></b> is confirmed prior to commencement of race meeting.</li> <li>4. Contingency plans are arranged in case of malfunction in start equipment.</li> <li>5. <b><i>Rules of racing</i></b> relating to starting a race are defined and complied with.</li> <li>6. <b><i>OHS and racing safety protocols and procedures</i></b> associated with the start of a race are complied with.</li> </ol> |
| Start greyhound race.    | <ol style="list-style-type: none"> <li>7. Race start time is confirmed with stewards.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| ELEMENT                    | PERFORMANCE CRITERIA                                                                                                                  |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Complete post-race duties. | 8. Box positions are verified and handlers directed to load greyhounds within time and safety constraints.                            |
|                            | 9. <b>Incidents</b> are managed to minimise risk of injury to staff and greyhounds, and are reported to stewards and/or veterinarian. |
|                            | 10. Non-starters are declared after conferring with stewards.                                                                         |
|                            | 11. Permission to start race is confirmed with stewards.                                                                              |
|                            | 12. Race start is initiated once final greyhound is boxed.                                                                            |
|                            | 13. Loading and start <b>reports are provided</b> to stewards.                                                                        |
|                            | 14. Notes on problems with starters are updated for personal records.                                                                 |
|                            | 15. Boxes and other start equipment are checked for damage and/or maintenance requirements prior to shutting down.                    |
|                            | 16. Repairs or maintenance requirements are reported to race club.                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds
- communicating with race meeting staff, stewards, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to greyhound racing starts
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation
- evaluating risks associated with race meeting starts and race day operations
- giving evidence in racing inquiries and investigations
- identifying individual greyhounds using industry-approved terminology, records and signalment
- identifying injured or distressed greyhounds that require assistance
- making effective decisions and resolving routine problems within the bounds of duties and responsibilities of a race meeting starter
- operating starting box equipment in accordance with safe operating and race day procedures

## REQUIRED SKILLS AND KNOWLEDGE

- reading and interpreting racing documents relating to race distances, race fields, track conditions, greyhound identification and performance records
- reading and interpreting workplace documentation, including rules of racing and starting procedures
- recognising damaged or defective gear
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting incidents to stewards in a timely manner
- resolving disputes according to greyhound racing protocols and procedures
- teamwork skills to ensure completion of job tasks
- working in a high pressure environment
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- approved gear
- common features of injury, illness and distress in greyhounds
- communication procedures within the race meeting and wider racing industry
- equipment used in work role and procedures for its operation and maintenance
- greyhound handling and controlling techniques
- OHS and environmental legislative requirements
- organisational policies and procedures
- positive and effective communication strategies used to work with a team, deal with conflicts and resolve disputes
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of

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## EVIDENCE GUIDE

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this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when starting greyhound races
- implementation of procedures and timely techniques for the safe, effective and efficient application of race starting operations
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of, and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds
- materials and equipment relevant to assessing candidate's ability to start greyhound races
- safe handling and approved race starting and associated facilities
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other

## EVIDENCE GUIDE

### Guidance information for assessment

units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Past problems*** with particular greyhounds may include:

- greyhound:
  - attempts to fight with other dogs
  - charges forward
  - is reluctant to move into boxes
  - pulls sideways.

***Operation of start boxes and other equipment*** may include:

- boxes are clean
- back doors are working properly
- lids are set properly
- lids open properly
- nine, ten and blank magnets are available
- red and green lights are working
- spare muzzles are available
- trip start is working.

***Rules of racing*** in relation to race starts may include:

- box draw and withdrawal after box draw
- failing to pursue the lure
- fighting
- greyhounds suffering injury or condition

## RANGE STATEMENT

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***OHS and racing safety protocols and procedures*** may include:

- judge's decision
- lure driver, lure starting point and lure distance to leading greyhound
- no race, false start, postponement or abandonment of event
- unsatisfactory performance.
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of greyhounds, such as:
  - fences and equipment
  - lure, wind and noise
  - other persons or animals
  - vehicles
- contributing to development of risk control measures
- following safe work practices
- following accident and injury procedures
- identifying and reporting unsafe work practices
- identifying race start hazards, including:
  - broken start equipment
  - gear breakage
  - injury to staff, attendant or greyhound
  - loose greyhound
- identifying emergency situations
- understanding individual greyhound behaviour
- wearing approved personal protective equipment.

***Incidents*** may include:

- delayed race start
- greyhound turning in box
- injured greyhound
- loose greyhound
- faulty equipment or box operation.

***Reports are provided*** to stewards:

- courteously and efficiently
- maintaining confidentiality and discretion



## RANGE STATEMENT

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- promptly
- using correct forms of greeting
- via verbal and/or written communication, including:
  - describing actions
  - giving and receiving clear, accurate and simple messages
  - listening to and interpreting information and instructions
- written reports may include simple documents and notes.

## Unit Sector(s)

**Unit Sector** Greyhound racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRROP312A Perform duties of licensing or registration clerk

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to apply knowledge of racing terminology, identification of greyhounds or horses, and classes of registration or licenses to racing governing body applications and renewals process. It requires an ability to communicate verbally and provide assistance to customers when submitting applications, close attention to detail and timely completion of required documentation.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel who are required to perform the administration duties of a racing governing body licensing or registration clerk as part of their job role.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Identify greyhounds or horses.

1. ***Terminology*** used to describe ***identification features*** of greyhounds or horses is applied.
2. ***Brands*** are described using racing terminology and reproduced as required.
3. Registration documents are interpreted using racing terminology .

| ELEMENT                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Process documentation. | <ol style="list-style-type: none"><li>4. <b>Documents</b> used to identify registered or licensed greyhounds or horses and/or <b>racing participants</b> are completed using racing terminology.</li><li>5. Classes of license or registration are defined.</li><li>6. Customers are provided with assistance to complete and submit applications.</li><li>7. Applications and renewals are processed within time constraints.</li><li>8. Requests for information from stewards and other relevant staff are dealt with in a timely manner.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- accurate data processing skills
- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information relating to industry licensing or registration requirements
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- consulting concisely and effectively with customers, colleagues and team members
- evaluating advantages or disadvantages of a variety of potential solutions to problems
- making effective decisions
- operating a range of office equipment and technology
- providing prompt and courteous customer service
- reading and interpreting workplace documentation, including rules of racing and licensing or registration applications
- researching and evaluating information, including animal identification features
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

## REQUIRED SKILLS AND KNOWLEDGE

- animal identification features and terminology
- communication procedures, including reporting lines within the workplace and wider racing industry
- hazards and potential hazards in the workplace and risk control procedures
- industry terminology related to licensing and registration
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- procedures for operation and maintenance of equipment
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when undertaking licensing and registration duties
- implementation of procedures and timely techniques for the safe, effective and accurate application of licensing and registration duties
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices,

## EVIDENCE GUIDE

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safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry supervised access to racing administration offices relevant to the applicable racing code
- materials and equipment relevant to assessing candidate's ability to perform licensing and registration duties
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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## RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Terminology*** used when identifying greyhounds or horses may include:

- brands classification
- body marking classification
- directional terms, for example:
  - forequarter
  - hindquarter
  - near-side
  - off-side
- electronic identification
- gender classification
- height classification
- pedigree
- points of the greyhound or horse.

***Identification features*** of greyhounds or horses may include:

- brands
- breeder of animal
- colours
- date of whelping (greyhound specific)
- DNA
- markings
- owner
- racing name
- registration number
- sire and bitch or dam
- sex.

***Brands*** may be described by:

- age brands
- alpha angle coding
- ear brands (greyhound specific)
- freeze brands.

***Documents*** used may include:

- applications for racing colours
- applications for animal names
- incoming or outgoing clearances for interstate and overseas
- leases and lease cancellations
- microchip records
- pup or foal registrations

## RANGE STATEMENT

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- Racing participants* may include:
- syndications
  - transfers of ownership.
  - animal owners
  - licensed and registered personnel.
- Classes of license or registration* may include:
- approved rider
  - apprentice jockey
  - catching pen attendant
  - driver
  - greyhound attendant
  - jockey
  - number one trainer
  - owner
  - owner trainer
  - public trainer
  - stablehand
  - stud master/manager
  - trackwork driver
  - trackwork rider.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**



## Functional Area

### Functional Area

Racing common

## RGRROP313A Process race nominations and acceptances

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to interpret and record information related to the processing of race nominations and acceptances. It requires an ability to operate computers and other relevant technology, interpret racing terminology, liaise with stewards and other racing officials, manage time in the completion of tasks and process work-related documentation.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel required to perform nomination and acceptance administration duties of a racing governing body or race club as part of their job role.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Process nominations.

1. Information is recorded and interpreted using ***racing terminology*** and procedures.
2. Payments for nominations are validated and recorded.
3. Information is verified with ***nominator*** where it is unclear or missing.
4. Nominations are processed within ***defined time frames***.

Process acceptances.

5. ***Acceptances*** are declared and invoices are generated.
6. Payments for acceptances are validated and recorded.

**ELEMENT****PERFORMANCE CRITERIA**

- 
7. Acceptances are validated and ***race field*** is declared in accordance with the ***rules of racing*** .

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

- accurate computer and data processing skills
- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information relating to race nominations and acceptances
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- consulting concisely and effectively with customers, colleagues and team members
- evaluating advantages or disadvantages of a variety of potential solutions to resolve problems
- making effective decisions
- operating a range of office equipment and technology
- providing prompt and courteous customer service
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- written communication skills to complete workplace documentation and reports.

**Required knowledge**

- communication procedures, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- hazards and potential hazards in the workplace and risk control procedures
- industry terminology related to nominations and acceptances
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- procedures for operation and maintenance of equipment

## REQUIRED SKILLS AND KNOWLEDGE

- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when conducting nomination and acceptance procedures
- implementation of procedures and timely techniques for the safe, effective and accurate application of nomination and acceptance procedures
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry supervised access to racing administration offices relevant to the applicable racing code
- materials and equipment relevant to assessing

## EVIDENCE GUIDE

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### Method of assessment

candidate's ability to complete nomination and acceptance procedures

- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Racing terminology*** may include:

- animal identification features, including:
  - age
  - bloodlines

## RANGE STATEMENT

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|                                                              |                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"> <li>• colours and markings</li> <li>• gender</li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Nominator</b> may be:                                     | <ul style="list-style-type: none"> <li>• approved gear</li> <li>• class of races for specific racing code.</li> <li>• licensed trainer of the greyhound or horse on the owner's or lessee's behalf</li> <li>• the authorised agent of any of them.</li> </ul>                                                                                                                        |
| <b>Defined time frames</b> may include:                      | <ul style="list-style-type: none"> <li>• time frames as determined by race clubs and race programmers related to:             <ul style="list-style-type: none"> <li>• nominations</li> <li>• weights</li> <li>• acceptances</li> <li>• driver or rider declarations</li> <li>• scratchings or withdrawals</li> <li>• stable returns</li> <li>• gear changes.</li> </ul> </li> </ul> |
| <b>Acceptance</b> requirements may include:                  | <ul style="list-style-type: none"> <li>• fees</li> <li>• greyhounds or horses nominated to race</li> <li>• minimum handicap weights</li> <li>• scratchings after acceptances</li> <li>• usually published in weight order.</li> </ul>                                                                                                                                                |
| <b>Race field</b> will be:                                   | <ul style="list-style-type: none"> <li>• final list of horses in a race with drivers or riders declared and barrier numbers or placements allocated</li> <li>• final list of greyhounds in a race and box draw numbers.</li> </ul>                                                                                                                                                   |
| <b>Rules of racing</b> relevant to race fields will include: | <ul style="list-style-type: none"> <li>• alterations to entries or weights</li> <li>• balloting out</li> <li>• cancellation, abandonment or postponement</li> <li>• combining races</li> <li>• division of fields</li> <li>• minimum number of runners</li> <li>• moveable rails, which may reduce number of runners.</li> </ul>                                                     |

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common



## RGRROP314A Perform duties of photo finish operator at greyhound or horse race meetings

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to prepare for race day and operate specialised race result equipment, including cameras, computers and other technology. It requires an ability to identify individual greyhounds or horses, liaise with stewards and other racing officials, work to deadlines and report on race outcomes.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel who are required to perform photo finish operations at greyhound or horse race meetings as part of their job role. Some states and racing codes have crossover tasks associated with the duties of race judge and photo finish operator.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race day. | <ol style="list-style-type: none"><li>1. Race fields and distances are verified.</li><li>2. Box or barrier position, racing colours and <b><i>greyhound or horse identification features</i></b> are confirmed.</li><li>3. Operation of <b><i>equipment</i></b> used to monitor race results is verified prior to commencement of race meeting.</li><li>4. Contingency plans for race result equipment malfunction</li></ol> |

| ELEMENT                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Operate race result equipment. | <p>are prepared.</p> <p>5. <b>Rules of racing</b> for the declaration of places in a race are complied with.</p> <p>6. Race result equipment is operated in a safe and efficient manner to comply with <b>OHS and racing safe operating procedures</b>.</p> <p>7. Photo finish image recorder is triggered.</p> <p>8. Race results are viewed and image is enhanced if required.</p> <p>9. Image of race result is printed and dispatched to race judge.</p> |
| Report outcomes of the race.   | <p>10. Greyhounds or horses are identified and placed at finish.</p> <p>11. Results are recorded.</p>                                                                                                                                                                                                                                                                                                                                                        |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information relating to photo finish operations
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- consulting concisely and effectively with colleagues and team members
- evaluating advantages or disadvantages of a variety of potential solutions to resolve problems
- making effective decisions, including accurately identifying the correct winner in a tight finish
- operating photo finish equipment and technology
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- visual acuity to identify colours, individual animals and correct winner

## REQUIRED SKILLS AND KNOWLEDGE

- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- hazards and potential hazards in the workplace and risk control procedures
- identification features of greyhounds or horses
- industry terminology related to racing procedures and photo finish operations
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- purpose and comprehension of racing operations documentation
- race colours and barrier or box numbers
- relevant rules of racing
- reporting requirements for irregularities and problems
- types of equipment and procedures for operation and maintenance.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when conducting photo finish procedures
- implementation of procedures and timely techniques for the safe, effective and accurate application of photo finish procedures
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a

## EVIDENCE GUIDE

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### Context of, and specific resources for assessment

range of workplace-relevant contexts and include dealings with an appropriate range of situations.

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry supervised access to race meetings and photo finish facilities relevant to the applicable racing code
- materials and equipment relevant to assessing candidate's ability to complete photo finish procedures
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Race fields and distances*** verification may include:

- race book, including runners and race distances
- scratchings list.
- animal colours and markings
- driver or rider race colours
- greyhound rug colours
- new gear, for example:
  - blinkers used on horses
  - shadow rolls.

***Greyhound or horse identification features*** may include:

***Equipment*** may include:

- camera
- computer
- lighting
- mirror box
- telephone
- television monitor.

***Rules of racing*** are:

- Australian and local rules of racing specific to the racing code.

***OHS and racing safe operating procedures*** may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of greyhounds or horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- contributing to development of risk control measures
- following safe work practices
- identifying and reporting unsafe work

## RANGE STATEMENT

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practices

- identifying hazards
- identifying emergency situations
- wearing approved personal protective equipment.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

## **RGRROP315A Perform duties of timekeeper at greyhound or horse race meetings**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit of competency specifies the outcomes required to prepare for race day operation of timing devices, computers and other technology. It requires an ability to liaise with stewards and other racing officials, work to deadlines and report on race outcomes.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### **Application of the Unit**

#### **Application of the unit**

This unit of competency supports racing industry personnel who are required to perform timekeeping procedures at greyhound or horse race meetings as part of their job role.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                          |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race meeting. | <ol style="list-style-type: none"> <li>1. Race program and race start times are confirmed.</li> <li>2. Operation of <b><i>timing devices</i></b> is verified.</li> <li>3. <b><i>Contingency plans</i></b> are established in case of timing malfunction.</li> <li>4. Clear line of sight to start and finish of race is confirmed.</li> </ol> |
| Measure race time.        | <ol style="list-style-type: none"> <li>5. Timekeeper is in position when field is under control of the starter.</li> </ol>                                                                                                                                                                                                                    |

| ELEMENT           | PERFORMANCE CRITERIA                                                           |
|-------------------|--------------------------------------------------------------------------------|
| Record race time. | 6. Timing device is triggered at race start and verified.                      |
|                   | 7. Timing device cut-off is confirmed as first runner passes the winning post. |
|                   | 8. Race time is measured.                                                      |
|                   | 9. Race time is verified.                                                      |
|                   | 10. Race time is announced .                                                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information relating to timekeeping operations
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- consulting concisely and effectively with colleagues and team members
- dexterity in manual timekeeping
- evaluating advantages or disadvantages of a variety of potential solutions to resolve problems
- making effective decisions, including accurately identifying correct winner in a tight finish
- numeracy skills to perform simple calculations
- operating timekeeping equipment and technology
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- visual acuity sufficient to identify correct winner
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- communication procedures, including reporting lines within the workplace and wider racing industry

## REQUIRED SKILLS AND KNOWLEDGE

- ethical conduct standards of relevant racing principal authority
- hazards and potential hazards in the workplace and risk control procedures
- identification features of greyhounds or horses
- industry terminology related to racing procedures and timekeeping operations
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- purpose and comprehension of racing operations documentation
- relevant rules of racing
- race colours and barrier or box numbers
- reporting requirements for irregularities and problems
- types of equipment and procedures for operation and maintenance.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when conducting timekeeping procedures
- implementation of procedures and timely techniques for the safe, effective and accurate application of timekeeping procedures
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is

## EVIDENCE GUIDE

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to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry supervised access to race meetings and timekeeping facilities relevant to the applicable racing code
- materials and equipment relevant to assessing candidate's ability to complete timekeeping procedures
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- |                                                                   |                                                                                                                                                                                     |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Race program and race start times</i></b> are confirmed by: | <ul style="list-style-type: none"><li>• consulting race book</li><li>• liaising with racing officials.</li></ul>                                                                    |
| <b><i>Timing devices</i></b> may include:                         | <ul style="list-style-type: none"><li>• automatic and computerised devices</li><li>• lynk systems</li><li>• manual stopwatches</li><li>• timing to point one of a second.</li></ul> |
| <b><i>Contingency plans</i></b> established may include:          | <ul style="list-style-type: none"><li>• judge and assistant judge also operating timing devices</li><li>• manual timekeeping.</li></ul>                                             |
| <b><i>Race time is announced:</i></b>                             | <ul style="list-style-type: none"><li>• automatically on the semaphore board</li><li>• by race caller announcement.</li></ul>                                                       |

## Unit Sector(s)

|                    |                                                  |
|--------------------|--------------------------------------------------|
| <b>Unit Sector</b> | Greyhound, harness and thoroughbred racing codes |
|--------------------|--------------------------------------------------|

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area**                      Racing common

# RGRROP316A Perform duties of track supervisor during trackwork operations

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to supervise the activities of licensed and registered personnel and race club visitors, and to monitor track usage for the training of racing animals. It requires the ability to ensure the rules of racing and race club safe operating procedures are followed, communicate effectively with industry participants, complete required documentation and report the need for repair or maintenance to the track or immediate surrounds.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports race club employees to supervise trackwork operations.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Open track for use.

1. Track is inspected for safety compliance .
2. Track barriers, signs and/or cones are placed on 'no-go' areas.
3. Track access notices are displayed and lights switched on if required.
4. ***Paperwork*** for registering track use is prepared.



| ELEMENT            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitor track use. | <ol style="list-style-type: none"> <li>5. Medical supervision is confirmed as required for nominated track regulations.</li> <li>6. Compliance of drivers, riders or attendants with <b>safe operating procedures</b> and use of <b>personal protective equipment</b> is enforced.</li> <li>7. <b>Gear</b> is inspected for compliance with rules of racing and irregularities are reported to stewards.</li> <li>8. <b>Animal care and welfare</b> procedures are enforced and stewards notified of incidents, accidents or near misses.</li> <li>9. Traffic is controlled .</li> <li>10. Dangerous greyhounds or horses are identified and drivers, riders or attendants directed to remove them from track.</li> <li>11. Strategies are employed to reduce the risk of <b>potential problems</b> escalating into major hazards.</li> </ol> |
| Close track.       | <ol style="list-style-type: none"> <li>12. Track closure is announced and access by others is controlled.</li> <li>13. Verification that all greyhounds or horses are off course is obtained.</li> <li>14. <b>Damage or wear and tear</b> to the track and surrounds is identified and reported to appropriate persons.</li> <li>15. Control of track is handed back to grounds staff.</li> <li>16. <b>Reports on track use</b> are completed and filed.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- assessing race club and industry requirements associated with trackwork and training operations, including safety, security, licensing, and staff and animal welfare
- communicating with stewards, race club and licensed and registered personnel, and others using assertive communication techniques to gather, interpret and relay information related to trackwork operations
- completing duties in accordance with safe operating procedures and nominated time frame

## REQUIRED SKILLS AND KNOWLEDGE

- complying with organisational policies and procedures
- evaluating advantages or disadvantages of a variety of potential solutions to resolve problems
- identifying industry-approved gear and illegal devices
- identifying irregularities with greyhounds or horses that may indicate injury, distress or illness
- identifying potential hazards and evaluating risks associated with trackwork activities
- making effective decisions
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- approved gear and illegal devices
- ethical conduct standards of relevant racing principal authority
- industry terminology related to racing and trackwork operations
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- protocols and procedures for communicating with licensed and registered personnel, racing officials and other relevant people
- racing industry animal welfare requirements
- reporting requirements for trackwork irregularities and problems
- rules relating to common welfare principles of racing animals, race club security, track conditions and associated documentation
- rules relating to licensed personnel, permit holders and others authorised to undertake trackwork activities
- relevant rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## EVIDENCE GUIDE

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### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when supervising trackwork operations
- implementation of procedures and timely techniques for the safe, effective and efficient application of trackwork supervision duties
- working with others to undertake and complete supervisory procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to supervise trackwork operations
- relevant racing code trackwork sites, such as training and racetracks
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of

## EVIDENCE GUIDE

|                                            |                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.</p> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p>                                             |
| <b>Guidance information for assessment</b> | <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p> |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Track ***inspected for safety compliance*** may include:

- access to other tracks restricted via barriers, signs or gates
- alarms operational
- effective lighting
- foreign objects, litter or other hazards or people
- loose greyhounds
- loose or bolting horses
- personnel working on tracks
- placement of plastic cones, markers or witches hats
- rail placement and repair
- relocation of irrigators
- sprinklers turned off or watering truck removed
- stray or feral animals
- track notices displaying direction of track use and pace allowed on various tracks

## RANGE STATEMENT

**Paperwork** for registering track use will include:

- track surface following maintenance
- track surface following heavy rain.
- date of use
- fee status
- name of track supervisor
- name of trainer of greyhound or horse
- number of greyhounds or horses per trainer or handler
- type of track to be accessed.

**Safe operating procedures** for driver, rider or attendant may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of greyhounds or horses, such as:
  - fences and equipment
  - lure, wind and noise
  - other persons or animals
  - vehicles
- driving or riding in an industry-recognised manner
- driving or riding horses purposefully to and from the track
- following track rules, such as:
  - obeying light signals at gap
  - driving or riding in single file at crossings
  - ensuring horses working slow move to outside of track
  - driving or riding at correct pace on designated tracks
  - driving or riding in proper direction as directed by signage and gap attendant
  - observing track entrance and exit rules
- stirrup irons at approved length
- using personal protective equipment
- using safe gear and saddlery.
- approved helmet

**Personal protective equipment**

## RANGE STATEMENT

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may include:

- approved vests
- gloves
- goggles
- smooth soled riding boots
- work boots.

**Gear** compliance will cover:

- Australian and local rules of racing-approved gear list for relevant racing code
- illegal devices, including:
  - jiggers
  - unapproved heart rate monitors or other battery operated or electrical devices.

**Animal care and welfare** requirements will include:

- careless driving or riding practices that may cause injury or distress to horses
- identifying and reporting bleeders to stewards
- incidents that may cause injury to other greyhounds or horses
- reporting accidents or near misses
- visible signs of neglect, distress or injury in animals being worked.

**Traffic is controlled** by:

- number of greyhounds or horses on any track at one time
- number of greyhounds or horses that may enter or exit a track at one time
- pedestrian traffic.

**Potential problems** are managed by:

- identifying hazards
- controlling risks
- eliminating hazardous materials and substances
- following safe operating procedures
- reporting unsafe operating procedures
- using correct manual handling techniques, including:
  - carrying
  - lifting
  - shifting
- using personal protective equipment.

**Damage or wear and tear** to track and surrounds may include:

- breakdown of track alarm
- cutting up of grass tracks requiring divots replacement
- damage to running rails
- depressions in woodchips, sand or cinders tracks

## RANGE STATEMENT

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- Reports on track use* will include:
- lighting failure
  - heavy rain causing wash away
  - shifting woodchips, sand or cinders.
  - accidents to drivers, riders, handlers or others
  - injuries to greyhounds or horses
  - near miss incidents
  - reports of bleeders
  - track use by trainers to club accounts.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

# RGRROP317A Attend racing events and comply with protocols and safety procedures

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to safely attend race meetings and/or greyhound or horse events held at racecourses. It requires an understanding of regulatory standards related to the rules of racing and racing events industry practices and protocols. The unit covers competencies related to the identification of greyhound and/or horse behaviour and safe methods of moving around animals, as well as knowledge of industry-specific OHS requirements and personal presentation standards.

This unit of competency operates in work environments of racing kennels and stables, racecourses and public areas.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

## Application of the Unit

### Application of the unit

This unit of competency supports media representatives, race club committee members, owners, race club staff and others required to comply with safe operating procedures, racing protocols and identification of animal behaviour in a variety of situations related to racing events.

Competencies attained in this unit apply to the greyhound or harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

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### ELEMENT

### PERFORMANCE CRITERIA

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Research greyhound or horse behaviour.

1. Factors affecting ***greyhound or horse behaviour*** are described.
2. Signs of distress , excitement or nervousness in greyhounds or horses are identified.
3. ***Safety zones and danger areas*** around greyhounds or horses are defined.

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observe racing protocols.                     | <p>4. Safe methods of approaching or moving around greyhounds or horses are demonstrated.</p> <p>5. <b>Dress standards</b> and behaviour protocols in mounting yard, marshalling area and presentation area are complied with.</p> <p>6. Directions of stewards and racing officials are complied with.</p> |
| Comply with racing safe operating procedures. | <p>7. <b>OHS obligations</b> are defined and met.</p> <p>8. Racing <b>safe work methods</b> relating to operating near greyhounds or horses are described and implemented.</p>                                                                                                                              |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to safety procedures when approaching and moving around animals
- communicating with stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to the conduct and operation of racing events
- following directions from racing officials
- identifying safe animal handling practices
- identifying safe work practices
- interpreting and complying with workplace protocols
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reviewing and accurately identifying work requirements
- using appropriate language and interpersonal techniques.

#### Required knowledge

- dress code and behavioural protocol requirements as determined by industry and workplace
- greyhound or horse behaviour traits
- OHS obligations
- own roles, responsibilities and relationships with other industry personnel
- race day procedures
- relevant industry rules and regulations, including rules of racing

## REQUIRED SKILLS AND KNOWLEDGE

- safe operating procedures
- workplace communication channels, protocols and procedures.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when attending racing events
- demonstration of ability to approach and move around animals in a safe manner
- implementation of procedures and timely techniques for the safe, effective and efficient application of required actions and behaviour covering safety of self, others and animals
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of race meeting relevant contexts and include dealings with an appropriate range of situations.

#### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

## EVIDENCE GUIDE

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- a range of educated greyhounds and harness or thoroughbred horses for practical experience
- industry supervised access to racecourses to view training activities and to racing events to view marshalling yard or enclosure operations
- materials and equipment relevant to assessing candidate's ability to attend race meetings and comply with protocols and safety procedures
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

---

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

## RANGE STATEMENT

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors that affect ***greyhound or horse behaviour*** may include:

- senses:
  - eyesight
  - hearing
  - smell
  - sixth sense
  - taste
  - touch
- environment:
  - animal location, including kennels or stalls
  - marshalling area or enclosure
  - presentation area
  - crowds
  - enclosed spaces, including:
    - barrier
    - boxes
  - inclement weather conditions, including:
    - extreme heat
    - wind
  - loud noises
  - other greyhounds or horses
  - pre or post-race activity.

***Signs of distress , excitement or nervousness in greyhounds or horses*** may include:

- agitated and sweaty
- attempts to bite
- charges forward
- kicks
- pulls back
- pulls sideways
- rears
- reluctant to move forward
- turns in circles.

***Safety zones and danger areas*** around greyhounds or horses may include:

- blind spots at fore and rear of horse
- head and hindquarters
- location to other animals
- near shoulder.

Considerations when determining ***safe methods of approaching or***

- assessing behaviour prior to approaching or moving around
- identifying good behaviour traits and bad

## RANGE STATEMENT

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>moving around greyhounds or horses</i></b> may include:                                      | <ul style="list-style-type: none"> <li>behaviour traits and vices</li> <li>knowledge of behavioural problems</li> <li>knowledge of restraining techniques employed by handler</li> <li>level of education and experience of the greyhound or horse, related to behaviour.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b><i>Dress standards</i></b> in mounting yard, marshalling area or presentation area may include: | <ul style="list-style-type: none"> <li>industry dress codes</li> <li>personal grooming requirements</li> <li>personal presentation in the public eye</li> <li>racing rules regarding dress codes</li> <li>similar to standards at race meetings, for example members' area requirements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><i>OHS obligations</i></b> may include:                                                         | <ul style="list-style-type: none"> <li>awareness of state or territory and federal OHS legislation and relevant state or territory authority's approved codes of practice and standards</li> <li>identifying hazards</li> <li>controlling and minimising risks</li> <li>safely using and operating equipment, including recording devices and cameras</li> <li>familiarity with industry-applicable safe operating procedures</li> <li>safety procedures for the protection of self and others</li> <li>knowledge of accident and injury procedures.</li> </ul>                                                                                                                                                                                                                                                     |
| <b><i>Safe work methods</i></b> for approaching or moving around greyhounds or horses may include: | <ul style="list-style-type: none"> <li>applying safe work practices in crowded areas</li> <li>knowledge of greyhound or horse behaviour amongst other animals</li> <li>knowledge of safe work practices, including: <ul style="list-style-type: none"> <li>use of anti-rearing bit or bridle headpiece with bit, with double clip lead used when horses are lead at racecourses, training tracks and in public places</li> <li>considering variables that influence behaviour of animal, such as: <ul style="list-style-type: none"> <li>fences and equipment</li> <li>other persons or animals</li> <li>vehicles</li> <li>wind and noise</li> </ul> </li> <li>handler is positioned next to other handler when leading or passing greyhounds or horses in the opposite direction (person to</li> </ul> </li> </ul> |

## RANGE STATEMENT

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- person)
- handler maintains two greyhound or horse lengths between greyhounds or horses
- one greyhound or horse to each handler
- using personal protective equipment
- walking animals in single file
- well-maintained and safe gear
- understanding individual animal behaviour.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

## RGRROP401A Perform duties of race programmer

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to perform the administration duties of a racing governing body race programmer. It requires an understanding of the role of the TAB and knowledge of the relevant codes' permanent race and trial calendars and the impact of changes to programs when preparing race programs.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel who are required to prepare race programs for a racing governing body as part of their job role.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Review previous race programs.

1. Size of fields at each track in previous season is reviewed.
2. ***Size and number of trials*** in previous season at each track are reviewed.

Consider requests for program amendments.

3. TAB supported meetings are noted.
4. One-off or ***special program requests*** are considered.
5. ***Permanent changes to calendar*** are considered in relation to expected support from starters.

| ELEMENT          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                     |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare program. | <ol style="list-style-type: none"><li>6. Program is planned to accommodate club requests for dates and regular carnivals where possible.</li><li>7. Program is planned to include race classes and distances to accommodate expected demand.</li><li>8. Program is planned to utilise TAB supported dates.</li><li>9. Program is finalised within time frames.</li></ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- accurate computer skills, including:
  - data entry
  - spreadsheet
  - word processing
- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information relating to race programming requirements
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- consulting concisely and effectively with customers, colleagues and team members
- evaluating advantages or disadvantages of a variety of potential solutions to resolve problems
- making effective decisions
- operating a range of office equipment and technology
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- researching and analysing data related to race programming and scheduling
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- communication procedures, including reporting lines within the workplace and wider racing industry

## REQUIRED SKILLS AND KNOWLEDGE

- ethical conduct standards of relevant racing principal authority
- hazards and potential hazards in the workplace and risk control procedures
- industry terminology related to race programming and wider racing industry
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- procedures for operation and maintenance of office equipment and technology
- relevant rules of racing
- reporting requirements for irregularities and problems
- size and structure of the racing industry, including:
  - classes of races and special events
  - racetracks and their field capacity
  - numbers of registered greyhounds or horses
  - other codes' race programs.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when programming races
- implementation of procedures and timely techniques for the safe, effective and accurate application of race programming procedures
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

## EVIDENCE GUIDE

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### Context of, and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry supervised access to racing administration offices relevant to the applicable racing code
- materials and equipment relevant to assessing candidate's ability to complete race programming procedures
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Programs*** may include:

- calendar of races and official trials for greyhounds, harness or thoroughbreds compiled in consultation with race clubs and other codes' requirements, and TAB defined race allocations in separate jurisdictions
- greyhound race classes, including:
  - 5th to 1st grade
  - aged
  - maiden
  - non-graded
- harness race classes. including:
  - age
  - claiming
  - classic
  - C0 to C8
  - country
  - graduation
  - M0 to M8
  - metropolitan
  - show
  - sire stakes
- thoroughbred race classes, including:
  - class 1 to 6
  - class A to D
  - group
  - listed
  - open
  - restricted
  - special conditions
  - transition
  - trophy
  - weight for age.

## RANGE STATEMENT

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Reviewing considerations regarding ***size and number of trials*** will include:

- age
- class
- distance
- location of trials, for example:
  - country regions
  - provincial
  - metropolitan
- nominations received
- official trials and unofficial trials (jump outs)
- race club requests for additional trials.

Considerations for ***TAB supported meetings*** will include:

- allocation per state or territory
- location of meetings
- non-TAB meetings
- number of Saturday meetings
- sequencing for Sky Channel coverage.

***Special program requests*** may include:

- administration error, for example no two-year old races
- amendments arising from trainer requests
- charity events
- distance changes due to rail relocation during prolonged inclement weather
- race club sponsored race days
- replacement races or meetings for postponed meetings.

Relevance of ***permanent changes to calendar*** includes:

- country, provincial or metropolitan program set times
- impacts of changes, including:
  - betting turnover
  - patron attendance
  - prize money distribution
  - training program requirements for individual greyhounds or horses
- setting before beginning of season.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

Functional Area      Racing common

# RGRROP402A Perform duties of medical practitioner at race meetings and trials

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit relates to the competencies required to assess a driver's or rider's fitness to compete at race meetings or trials. It requires knowledge of relevant rules of racing. It also requires performing pre and post-race assessments of drivers or riders and providing advice to stewards regarding the fitness and wellbeing of drivers or riders to compete, conducting swabbing procedures of drivers or riders should it be required, as well as providing advice to drivers or riders in relation to health and welfare issues.

To undertake this unit the candidate will be a qualified medical practitioner who requires the knowledge and skills to adhere to policies and procedures associated with the rules of racing and race day medical practitioner duties.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports qualified medical practitioners to effectively perform the required duties of a race day medical practitioner at harness or thoroughbred race meetings and trials.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Assess driver's or rider's fitness to compete.

1. ***Rules of racing*** and ***legislative obligations*** for medical practitioners and ***OHS and racing safety protocols and procedures*** are complied with when determining driver or rider health status.
2. Drivers or riders are examined after a fall to ensure fitness to continue with racing commitments.
3. Drivers or riders are examined on stewards' instructions for fitness to continue with racing commitments.

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Report on driver or rider health and welfare. | <ol style="list-style-type: none"> <li>4. Advice is provided to stewards on driver's or rider's ability to safely complete racing commitments within the legislative obligations of medical practitioners and the rules of racing.</li> <li>5. Recommendations for stand-down periods or <b>other actions</b> to ensure the health and welfare of drivers or riders are conveyed to stewards.</li> <li>6. Advice is provided to drivers or riders on <b>health and welfare issues</b> to ensure compliance with the rules of racing and safe racing operating procedures.</li> <li>7. Racing personnel are examined and first aid provided if required at race meetings or trials in case of illness or injury.</li> <li>8. Reports are prepared and lodged with stewards within procedural time frames on health and welfare issues involving racing participants.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- assessing driver's or rider's health and advising if fit to compete
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to race day medical practitioner duties
- completing duties in accordance with safe operating procedures and nominated time frame
- identifying and reporting swabbing irregularities
- judging situations and taking appropriate action to prevent problems arising or overcome problems before they develop further
- maintaining racing code requirements for confidentiality
- participating safely in sample collection processes
- providing advice to drivers or riders relating to health and welfare issues
- providing prompt and succinct information to stewards and others as required
- reading and interpreting workplace documentation and rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities

## REQUIRED SKILLS AND KNOWLEDGE

- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within the race meeting environment and wider racing industry
- indicators of human fitness and wellbeing
- industry terminology related to race meeting procedures
- hazard identification and risk management
- medical welfare considerations in relation to licensed and other racing industry personnel
- medications and treatments
- protocols and procedures for communicating with stewards, and licensed and other racing industry personnel
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- reporting requirements for irregularities and problems, including difficulties in obtaining samples
- sample collection standard operating procedures
- swabbing protocols and associated rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply performing the duties of a medical practitioner at race meetings or trials
- implementation of procedures and timely techniques for the safe, effective and efficient application of

## EVIDENCE GUIDE

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|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <p>medical practitioner duties</p> <ul style="list-style-type: none"><li>• working with others to undertake and complete procedures that meet required outcomes.</li></ul> <p>Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context of, and specific resources for assessment</b> | <p>Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.</p> <p>Assessment of the practical components of this unit will be by observation of relevant skills.</p> <p>The following resources must be available:</p> <ul style="list-style-type: none"><li>• a range of drivers or riders</li><li>• materials and equipment relevant to assessing candidate's ability to perform medical practitioner duties at race meetings or trials</li><li>• race meetings, trials and racing personnel swabbing facilities</li><li>• work instructions and related documentation.</li></ul> |
| <b>Method of assessment</b>                              | <p>Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.</p> <p>The suggested strategies for the assessment of this unit are:</p> <ul style="list-style-type: none"><li>• written and/or oral assessment of candidate's required knowledge</li><li>• observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.</li></ul> <p>Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.</p> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p>                                                                        |
| <b>Guidance information for assessment</b>               | <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## EVIDENCE GUIDE

Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Driver's or rider's ***fitness to compete*** considerations may include:

- alcohol or drugs
- blood or urine tests
- dehydration
- fatigue
- illness
- injury
- physical and mental fitness.

Relevant ***rules of racing*** may include:

- Australian and local rules of racing
- apprentice allowances
- drivers
- jockeys and riders
- prohibited substances
- weight allowances
- weighing in and weighing out.

***Legislative obligations*** of medical practitioners will include:

- legislative requirements for use of drugs and poisons
- patient's rights, including refusal of medical treatment
- rehabilitation policies
- return to work policies
- WorkCover and WorkSafe Acts
- workplace health, welfare and safety responsibilities.

***OHS and racing safety protocols***

- adhering to responsibilities under OHS legislation and workplace practices

## RANGE STATEMENT

**and procedures** may include:

- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- contributing to development of risk control measures
- following safe work practices
- following accident and injury procedures
- identifying and reporting unsafe work practices
- identifying emergency situations
- wearing approved personal protective equipment.

**Other actions** recommended to ensure health and welfare of drivers or riders may include:

- conditioning programs
- physiotherapy
- rehydration.

Advice provided to drivers or riders on **health and welfare issues** may include:

- drug and alcohol use
- fatigue
- hydration
- mental fitness
- nutrition
- physical fitness
- stress
- weight control.

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

Functional Area      Racing performance services

## RGRROP403A Perform duties of farrier at race meetings

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to prepare for and provide routine and emergency race meeting farrier services. It requires knowledge of horse behaviour in high pressure environments, horse handling techniques, relevant rules of racing, and appropriate communication modes and personal presentation.

To undertake this unit the candidate will be able to apply workplace OHS standards.

This unit is not aimed at developing the skills of a farrier, but rather reflects racing industry requirements of performing the duties of a qualified farrier at a race meeting. The scope of duties of a race meeting farrier may vary between codes and from state to state.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports qualified farriers to develop the skills required to perform race meeting duties of a farrier.

Competencies attained in this unit apply to the harness or thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while



also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- | ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                       |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race meeting. | <ol style="list-style-type: none"><li>1. <b><i>Booking of farrier services</i></b> for race meeting is confirmed.</li><li>2. Adequate supplies of shoes, nails and <b><i>other equipment</i></b></li></ol> |

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide hoof care and shoeing service at race meetings. | <p>are verified.</p> <p>3. Invoicing system is confirmed with race club prior to race meeting.</p> <p>4. <b>Rules of racing</b> that relate to hoof care, shoeing and farrier services at race meetings are defined and complied with.</p> <p>5. <b>Hazards</b> associated with handling and shoeing horses are assessed and <b>risks controlled</b> to comply with OHS legislation and safe operating procedures.</p> <p>6. Hoof and shoe condition are inspected, <b>options for treatment or adjustment that comply with rules of racing</b> are reported to <b>relevant parties</b> and procedures are agreed upon.</p> <p>7. Shoes are removed, hooves prepared and horses shod (plated) in compliance with rules of racing and <b>wellbeing of the horse</b>.</p> <p>8. Horses are observed in pre-race activities and shoeing or hoof status is inspected if situation warrants or as requested by stewards, starter or other relevant party.</p> <p>9. <b>Status of emergency</b> is reported to steward and starter.</p> <p>10. Emergency repairs are made in a safe and timely manner.</p> |
| Finalise race meeting farrier services.                 | <p>11. Tax invoice for farrier services is prepared and presented to race club within agreed time frame.</p> <p>12. <b>Reports</b> are provided to stewards on hoof and shoeing injury and incidents.</p> <p>13. Farrier work area is left clean and tidy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with horses
- assessing hazards and controlling risks
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay

## REQUIRED SKILLS AND KNOWLEDGE

information related to race day farrier duties

- completing duties in accordance with safe operating procedures and nominated time frame
- dealing with contingencies
- estimating, calculating and recording materials and resource requirements
- evaluating a shoe emergency
- identifying horse behaviour traits
- judging situations and taking appropriate action to prevent problems arising or to overcome problems before they develop further
- numeracy skills to prepare tax invoices using simple calculations, including addition, subtraction, division, multiplication and percentages
- plating and shoeing horses
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding to instructions promptly and safely
- responding quickly to requests from stewards or other racing officials
- small business management skills
- teamwork skills to ensure completion of job tasks
- working in confined spaces
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within the race meeting environment and wider racing industry
- effective methods of controlling horses in a range of situations
- hazard identification and risk management
- horse identification features
- industry terminology related to handling and working with horses during race meetings
- OHS legislation and farrier codes of practice
- personal grooming and presentation requirements applicable to race club code and farrier standards
- protocols and procedures for communicating with licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply performing the duties of a farrier at race meetings or trials
- implementation of procedures and timely techniques for the safe, effective and efficient application of farrier duties
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time using a range of racehorses of different ages and sexes, in race meeting and trial environments.

#### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform farrier duties at race meetings
- safe handling areas, such as racetracks including registered race meetings and trials
- work instructions and related documentation.

#### **Method of assessment**

Assessment methods must satisfy the endorsed

## EVIDENCE GUIDE

Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Booking of farrier services*** for a race meeting will include:

- clarifying starting time with farrier supervisor
- confirming location of farrier shop
- confirming numbers of horses to be plated or re-shod
- organising race meeting pass and parking with race club administration.

***Other equipment*** will include:

- apron and hand tools
- plates, tips and small nails suitable for race

## RANGE STATEMENT

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|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                         | meetings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                         | <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• safety equipment, including: <ul style="list-style-type: none"> <li>• eye protection</li> <li>• gloves</li> <li>• sun hat</li> <li>• sunscreen</li> <li>• work boots</li> </ul> </li> <li>• work sheets or laptop for recording tasks.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Rules of racing</b> will relate to:                                  | <ul style="list-style-type: none"> <li>• harness or thoroughbred races</li> <li>• inspection of horses</li> <li>• specific limitations on shoes to be fitted or materials to be used, including: <ul style="list-style-type: none"> <li>• restricted use of vertical bars and steel inserts or 'cutting plates'</li> <li>• plates for steeple chasers</li> <li>• size of nails</li> <li>• weight and size of plates or tips</li> </ul> </li> <li>• stewards' powers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Hazards</b> associated with handling and shoeing horses may include: | <ul style="list-style-type: none"> <li>• changes to horse behaviour, including: <ul style="list-style-type: none"> <li>• agitation and sweating up</li> <li>• biting</li> <li>• charging forward</li> <li>• kicking</li> <li>• pulling back or sideways</li> <li>• rearing</li> <li>• reluctant to move forward</li> <li>• turning in circles</li> </ul> </li> <li>• other factors which may alter horse behaviour, including: <ul style="list-style-type: none"> <li>• horse location and confined spaces, for example: <ul style="list-style-type: none"> <li>• behind barriers</li> <li>• mounting enclosure</li> <li>• stall</li> </ul> </li> <li>• crowd noise and other loud noises</li> <li>• inclement weather conditions, including: <ul style="list-style-type: none"> <li>• extreme heat</li> <li>• wind</li> </ul> </li> </ul> </li> </ul> |

## RANGE STATEMENT

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|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risks may be controlled by:</b>                                                       | <ul style="list-style-type: none"> <li>• other horses</li> <li>• pre and post-race activity.</li> <li>• adhering to responsibilities under OHS legislation and workplace practices</li> <li>• adhering to rules of racing and rules of the race venue</li> <li>• considering variables that influence behaviour of horses, such as:             <ul style="list-style-type: none"> <li>• fences and equipment</li> <li>• other persons or animals</li> <li>• vehicles</li> <li>• wind and noise</li> </ul> </li> <li>• contributing to development of risk control measures</li> <li>• following safe work practices when providing farrier services, including:             <ul style="list-style-type: none"> <li>• applying correct manual handling techniques</li> <li>• approaching horse from near side</li> <li>• avoiding sudden movement</li> <li>• speaking calmly to horse</li> <li>• undoing cross ties and strapper holding horse before horse is plated in stalls</li> <li>• using anti-rearing bit or bridle headpiece with bit, with double clip lead when heading horses at race meetings</li> <li>• using well-maintained and safe gear</li> <li>• wearing personal protective equipment</li> </ul> </li> <li>• following accident and injury procedures</li> <li>• identifying and reporting unsafe work practices</li> <li>• identifying emergency situations</li> <li>• understanding individual horse behaviour.</li> </ul> |
| <b>Options for treatment or adjustment that comply with rules of racing may include:</b> | <ul style="list-style-type: none"> <li>• liaising with veterinarian and/or stewards</li> <li>• scope of treatment or adjustment fitting within race meeting context.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Relevant parties may include:</b>                                                     | <ul style="list-style-type: none"> <li>• driver or jockey</li> <li>• owner</li> <li>• steward</li> <li>• trainer.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Wellbeing of the horse may</b>                                                        | <ul style="list-style-type: none"> <li>• adhering to relevant codes of practice, which</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## RANGE STATEMENT

include:

may include other professionals such as a veterinary surgeon

- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- remaining calm and applying common and safe horse handling techniques.

**Emergency status** may include:

- nail pricks
- shifted, sprung or twisted plates.

**Reports** are provided to stewards:

- courteously, efficiently and promptly
- maintaining confidentiality and discretion
- using correct forms of greeting
- via verbal and/or written communication, including:
  - describing actions
  - giving and receiving clear, accurate and simple messages
  - listening to and interpreting information and instructions
  - written reports may include simple documents and notes.

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**



## Functional Area

**Functional Area**                      Racing performance services

# RGRROP404A Perform duties of veterinarian at race meetings or trials

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit relates to the competencies required to provide race meeting veterinary advice to stewards on the health, welfare and fitness to race greyhounds or horses. It requires knowledge of relevant rules of racing, the ability to prepare for race meetings, make pre and post-race assessments of greyhounds or horses, provide advice to stewards, provide emergency care to animals and should it be required, euthanase animals and ensure proper arrangements are made for the disposal of the deceased animal.

This unit has restricted access to veterinarians licensed to practise veterinary medicine through relevant state registration and who have evidence of experience in the treatment and management of greyhounds for greyhound race meetings or horses for harness and thoroughbred race meetings.

This unit of competency operates in work environments of racing stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports veterinarians who are licensed to practise veterinary medicine through relevant state registration and are required to effectively perform required veterinarian duties at race meetings.

Competencies attained in this unit apply to the greyhound or harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

**Prerequisite units**

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

**ELEMENT**

**PERFORMANCE CRITERIA**

| ELEMENT                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race meeting.                          | <ol style="list-style-type: none"> <li>1. Date, times and duties are confirmed with race club.</li> <li>2. Billing system is confirmed.</li> <li>3. <i>Rules of racing</i> are reviewed.</li> <li>4. Supplies of first aid and emergency medications and equipment are prepared.</li> <li>5. Stewards are advised of veterinarian's presence on course.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Monitor greyhounds or horses during race meetings. | <ol style="list-style-type: none"> <li>6. Pre-race assessment of greyhounds or horses is carried out at the request of stewards and/or trainer or after observation of <b><i>signs of distress, illness, injury or abnormal behaviour</i></b>.</li> <li>7. Pre and post-race blood and/or other <b><i>samples are collected</i></b> as directed by stewards.</li> <li>8. Advice on the impact of inclement <b><i>weather conditions</i></b> on the health, welfare and management of greyhounds or horses is provided to stewards and/or trainers.</li> <li>9. <b><i>Race and post-race activities</i></b> are observed and greyhounds or horses of concern are examined, treated if required and results reported to stewards.</li> </ol>                                                              |
| Provide emergency care to greyhounds or horses.    | <ol style="list-style-type: none"> <li>10. Extent of injuries or illness of greyhound or horse is assessed and reported to stewards.</li> <li>11. <b><i>Restraints</i></b> are applied to prevent further injury to greyhound or horse if required.</li> <li>12. First aid is administered.</li> <li>13. Safety of staff and greyhound or horse is reviewed.</li> <li>14. Assistance from racecourse staff is coordinated to remove greyhound or horse from the scene if possible.</li> <li>15. Prognosis is determined and reported to stewards and connections of greyhound or horse.</li> <li>16. Greyhound or horse is referred for further treatment if required.</li> <li>17. <b><i>Suspected notifiable disease</i></b> outbreak is reported to stewards and Animal Health Australia.</li> </ol> |
| Comply with euthanasia procedures.                 | <ol style="list-style-type: none"> <li>18. Reasons for decision to euthanase greyhound or horse are reported to stewards and connections of the animal.</li> <li>19. Greyhound or horse is moved to private location if possible or area screened from public view.</li> <li>20. Animal's <b><i>identification</i></b> is verified and recorded.</li> <li>21. Euthanasia method is selected and administered with consideration to staff safety, greyhound or horse welfare and the rules of racing.</li> </ol>                                                                                                                                                                                                                                                                                         |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>22. Death of greyhound or horse is confirmed.</p> <p>23. Samples are taken for testing or post-mortem performed.</p> <p>24. Arrangements are coordinated with stewards, race club staff and greyhound or horse connections for <b><i>removal of deceased animal</i></b> .</p> <p>25. Written report on incident, including reasons for decision to euthanase and outcomes of post-mortem tests, is provided to stewards.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds or horses
- assessing animal health and illness or injury status
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to race day veterinarian duties
- completing duties in accordance with safe operating procedures and nominated time frame
- demonstrating common greyhound or horse handling skills
- identifying and reporting swabbing irregularities
- identifying animal by colour, brand, sex, and leg and face markings
- judging situations and taking appropriate action to prevent problems arising or to overcome problems before they develop further
- maintaining racing code requirements for confidentiality
- participating safely in sample collection processes
- providing prompt and succinct information to stewards and others as required
- reading and interpreting workplace documentation and rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- communication procedures within the race meeting environment and wider racing

## REQUIRED SKILLS AND KNOWLEDGE

industry

- emergency animal care
- euthanasia practices and animal removal processes
- greyhound or horse behaviour, senses and communication traits
- industry terminology related to race meeting procedures
- impacts on animals of adverse or extreme weather conditions
- hazard identification and risk management
- medications and treatments for injured or unhealthy animals
- protocols and procedures for communicating with stewards, and licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reporting requirements for irregularities and problems, including difficulties in obtaining samples
- sample collection standard operating procedures
- signs of animal health, ill health, injury and diseases
- swabbing protocols and associated rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply performing the duties of veterinarian at race meetings or trials
- implementation of procedures and timely techniques for the safe, effective and efficient application of veterinarian duties
- working with others to undertake and complete procedures that meet required outcomes.

## EVIDENCE GUIDE

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### Context of, and specific resources for assessment

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of greyhounds, and harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform veterinarian duties at race meetings or trials
- race meetings and related facilities, including swabbing
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English,

## EVIDENCE GUIDE

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youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Rules of racing*** cover:

- constitutional
- interpretation
- licensing
- local rules
- offences
- penalties
- race meetings
- registration
- stewards
- syndicates.

***Signs of distress, illness, injury or abnormal behaviour*** may include:

- greyhound or horse race meeting behaviour, including:
  - attempting to bite
  - becoming agitated and sweaty
  - charging forward
  - pulling back or sideways
  - rearing
  - turning in circles
- signs of unhealthy greyhounds or horses, include:
  - discharge
  - dull coat
  - dull eyes
  - elevated temperature
  - listlessness



## RANGE STATEMENT

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|                                                                           |                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | <ul style="list-style-type: none"> <li>• skin disease</li> <li>• swollen joints</li> <li>• symptoms of injuries may include:             <ul style="list-style-type: none"> <li>• abrasions</li> <li>• cuts</li> <li>• fractures</li> <li>• heat in limbs</li> <li>• lameness</li> <li>• sprains</li> <li>• strains.</li> </ul> </li> </ul>                   |
| <b><i>Samples are collected</i></b> by:                                   | <ul style="list-style-type: none"> <li>• checking identification</li> <li>• escorting animal and handler to swab area</li> <li>• following chain of evidence protocols</li> <li>• identifying greyhounds or horses to be swabbed</li> <li>• preparing swab kit and swab area</li> <li>• recording details</li> <li>• securing swabs and swab area.</li> </ul> |
| Practices observed when <b><i>samples are collected</i></b> will include: | <ul style="list-style-type: none"> <li>• adhering to racing industry animal welfare requirements</li> <li>• following safe operating procedures</li> <li>• handling of animals in enclosed spaces</li> <li>• monitoring greyhound or horse behaviour</li> <li>• using restraints.</li> </ul>                                                                  |
| <b><i>Weather conditions</i></b> may include:                             | <ul style="list-style-type: none"> <li>• altitude</li> <li>• cold</li> <li>• fog</li> <li>• heat</li> <li>• high humidity</li> <li>• prevailing air pollution level, which may exacerbate climatic conditions</li> <li>• wind and wind chill.</li> </ul>                                                                                                      |
| <b><i>Race and post-race activities</i></b> observed may include:         | <ul style="list-style-type: none"> <li>• action in enclosure or mounting yard</li> <li>• action or bleeding occurrence upon return to scale or catching pen</li> <li>• action or performance during racing</li> <li>• barrier loading (thoroughbred)</li> <li>• warm-up or score-up (harness)</li> <li>• stir-up or box loading (greyhound).</li> </ul>       |

## RANGE STATEMENT

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**Restraints** may be:

- chemical
- physical.

**Safety of staff and greyhound or horse** may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of greyhounds or horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- contributing to development of risk control measures
- following safe work practices
- following accident and injury procedures
- identifying and reporting unsafe work practices
- identifying emergency situations
- monitoring animal behaviour
- using approved and well-maintained gear
- wearing approved personal protective equipment.

**Suspected notifiable diseases** include:

- African horse sickness
- anthrax
- contagious equine metritis
- equine flu
- hendra virus
- Japanese encephalitis
- rabies
- surra.

**Identification** is verified by:

- identifying colours, brands, markings or gender
- viewing registration papers
- reading microchip information.

Arrangements for **removal of deceased animal** will include:

- considering owner, trainer and other witnesses
- determining disposal area, which may include local waste management centre or other area agreed by stewards

## RANGE STATEMENT

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- removal processes.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

# RGRROP405A Conduct veterinarian supervision of sample collection procedures

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to provide veterinarians with the skills and required knowledge to supervise the process of collecting samples from racing animals. The unit includes processes related to the preparation for testing, authorisation and implementation of testing, and initiation of evidence gathering activities as required. It emphasises the obligation of appointed personnel to maintain continuity and security of evidence.

In order to complete this unit the candidate must be a qualified veterinarian with recognised experience in the management and care of racing greyhounds or horses, who is licensed to practise veterinary medicine in the nominated state.

This unit of competency operates in work environments of racing kennels, stables, paddocks, yards, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports veterinarians who are licensed to practise veterinary medicine through relevant state registration and are required to supervise the collection of samples from racing animals.

Competencies attained in this unit apply to the greyhound or harness or thoroughbred code of the industry. Consequently when performance criteria are applied they

will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT           | PERFORMANCE CRITERIA                                                   |
|-------------------|------------------------------------------------------------------------|
| Instruct staff in | 1. <b><i>Rules of racing</i></b> relating to collection of samples are |

| ELEMENT                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| collection procedures.                            | <p>reviewed with staff.</p> <p>2. <b>Collection protocols</b> are explained and demonstrated to staff.</p> <p>3. <b>Potential problems</b> with sample collection are discussed and preferred actions explained.</p>                                                                                                                                                                                                                                                                                                                                                                |
| Promote OHS and safe racing operating procedures. | <p>4. <b>Hazards to humans</b> relating to handling and collecting samples are identified and <b>risk management protocols</b> are presented.</p> <p>5. <b>Hazards</b> relating to collecting samples <b>from animals</b> are identified and risk management protocols are explained and demonstrated.</p> <p>6. Reporting procedures are explained in case of incident or accident during collection.</p>                                                                                                                                                                          |
| Monitor swab collection.                          | <p>7. <b>Sample collection</b> by staff is observed and evaluated.</p> <p>8. Feedback is provided to staff on collecting technique and compliance with collecting protocols and safe operating procedures.</p> <p>9. Assistance and advice are provided to collecting staff as required.</p> <p>10. Documentation on sample collection is checked.</p> <p>11. Samples are stored securely until the end of the collection period then delivered to nominated officer.</p> <p>12. Incidents or problems that occurred during collection are documented and reported to stewards.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds or horses
- assessing animal health and illness or injury status
- communicating with swabbing officers, stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to supervising sample collection duties
- completing duties in accordance with safe operating procedures and nominated

## REQUIRED SKILLS AND KNOWLEDGE

time frame

- complying with laboratory protocols and procedures, and OHS and animal welfare regulations to maintain the integrity of samples
- directing industry personnel to correctly and safely participate in sample collection processes
- demonstrating common greyhound or horse handling skills
- identifying and reporting swabbing irregularities
- identifying animal by colour, brand, sex, and leg and face markings
- judging situations and taking appropriate action to prevent problems arising or to overcome problems before they develop further
- maintaining racing code requirements for confidentiality
- participating safely in sample collection processes
- providing prompt and succinct information to stewards and others as required
- reading and interpreting workplace documentation, including the rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within the race meeting environment and wider racing industry
- ethical conduct standards of relevant racing principal authority
- greyhound or horse behaviour, senses and communication traits
- industry terminology related to race meeting and swabbing procedures
- hazard identification and risk management
- protocols and procedures for communicating with stewards, and licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reporting requirements for irregularities and problems, including difficulties in obtaining samples
- sample collection standard operating procedures
- signs of animal health, ill health, injury and diseases
- swabbing protocols and associated rules of racing.

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when supervising sample collection
- implementation of procedures and timely techniques for the safe, effective and efficient application of supervising duties related to sample collection
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of, and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of greyhounds, and harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform veterinarian sample collection supervisory duties
- race meetings and related facilities, including swabbing
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit



## EVIDENCE GUIDE

are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Rules of racing*** relevant to collection of samples relate to:

- prohibited substances
- stewards' power to test any greyhound or horse, or take possession on the course or elsewhere of any greyhound or horse for testing.

***Collection protocols*** will include:

- conditions under which the sample is gathered, including:
  - identification of animals to be tested
  - duration of sample custody
  - security conditions and manner in which sample is transferred to subsequent

## RANGE STATEMENT

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            | <ul style="list-style-type: none"> <li>custodians</li> <li>documents or paper trails showing collection, custody, control, transfer and analysis of physical (evidence) sample</li> <li>each transaction completely documented chronologically</li> <li>identifiable person always to have physical evidence, from swab staff to detective or steward</li> <li>jurisprudence concept applying to handling of sample and its integrity.</li> <li>animal is unable to provide a urine sample.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Potential problems</b> that may arise during sample collection include: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Hazards to humans</b> may include:                                      | <ul style="list-style-type: none"> <li>greyhounds or horses</li> <li>other people, including employees, contractors and visitors</li> <li>chemicals, including hazardous substances</li> <li>machinery or equipment</li> <li>physical environment</li> <li>unsafe work practices.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Risk management protocols</b> will include:                             | <ul style="list-style-type: none"> <li>adhering to responsibilities under OHS legislation and workplace practices</li> <li>adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare</li> <li>adhering to rules of racing and rules of the race venue</li> <li>considering variables that influence behaviour of greyhounds or horses, such as:             <ul style="list-style-type: none"> <li>fences and equipment</li> <li>other persons or animals</li> <li>vehicles</li> <li>wind and noise</li> </ul> </li> <li>contributing to development of risk control measures</li> <li>following safe work practices</li> <li>following accident and injury procedures</li> <li>identifying and reporting unsafe work practices</li> <li>identifying emergency situations</li> <li>monitoring animal behaviour</li> </ul> |

## RANGE STATEMENT

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|                                          |                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"><li>• using approved and well-maintained gear</li><li>• wearing approved personal protective equipment.</li></ul>                                                                                                                                                                                                                                                       |
| <i>Hazards from animals</i> may include: | <ul style="list-style-type: none"><li>• bite</li><li>• crush</li><li>• kick injuries.</li></ul>                                                                                                                                                                                                                                                                                                           |
| <i>Sample collection</i> will include:   | <ul style="list-style-type: none"><li>• checking identification</li><li>• escorting animal and handler to swab area</li><li>• following chain of evidence protocols</li><li>• identifying greyhounds or horses to be swabbed</li><li>• preparing swab kit and swab area</li><li>• recording details</li><li>• securing swabs and swab area</li><li>• sending sample to laboratory for analysis.</li></ul> |

## Unit Sector(s)

|             |                                                  |
|-------------|--------------------------------------------------|
| Unit Sector | Greyhound, harness and thoroughbred racing codes |
|-------------|--------------------------------------------------|

## Co-requisite units

Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## RGRROP406A Perform duties of harness race starter

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to safely and efficiently conduct harness race starts. It requires knowledge and skills associated with preparing for race starts, and working closely with other race meeting staff to start races and complete post-race activities, including the provision of reports to stewards and race club personnel.

It requires the ability to oversee safe horse handling and apply workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports licensed and registered personnel and others in the harness racing industry who may be required to act as starters for race meetings as part of their job function.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race starts. | <ol style="list-style-type: none"> <li>1. Race fields, distances and start types are confirmed.</li> <li>2. <b><i>Past problems</i></b> with particular horses during race starts are noted.</li> <li>3. <b><i>Operation of mobile and other start equipment</i></b> is confirmed prior to commencement of race meeting.</li> <li>4. Contingency plans are arranged in case of malfunction in start equipment.</li> <li>5. <b><i>Rules of racing</i></b> relating to starting a race are defined and complied with.</li> <li>6. <b><i>Hazards</i></b> associated with the start of a race are defined and strategies employed that minimise the risk of injury and comply with <b><i>OHS and racing safe operating procedures</i></b> .</li> </ol> |

| ELEMENT                                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Start harness race using mobile barrier or standing start conditions. | <ol style="list-style-type: none"> <li>7. Race meeting protocols and instructions are relayed to mobile driver and other staff .</li> <li>8. Starters are verified and <b>identified</b> and colours and <b>approved gear</b> are noted.</li> <li>9. Horses are sent to warm up.</li> <li>10. Race start time is confirmed with stewards.</li> <li>11. Horses are called to score-up under clerk of course supervision.</li> <li>12. Drivers are requested to assume start positions within time and safety constraints.</li> <li>13. Incidents are managed to minimise the risk of injury to staff and horses and reported to stewards and/or veterinarian.</li> <li>14. Non-starters are declared after conferring with stewards.</li> <li>15. Permission to start race is confirmed with stewards.</li> <li>16. Race start is initiated and gates are operated once horse position is stable and at appropriate place on track for mobile barrier starts.</li> </ol> |
| Complete post-race activities.                                        | <ol style="list-style-type: none"> <li>17. Score-up and start <b>reports are provided</b> to stewards.</li> <li>18. Notes on problems with starters are updated for personal records.</li> <li>19. Barrier or start equipment is checked for damage and/or maintenance requirements prior to shutting down.</li> <li>20. Repairs or maintenance requirements are reported to race club.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with race meeting staff, stewards, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to harness racing starts
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation

## REQUIRED SKILLS AND KNOWLEDGE

- evaluating risks associated with race meeting starts and race day operations
- giving evidence in racing inquiries and investigations
- identifying individual horses using industry approved terminology, records and signalment
- identifying injured or distressed horses that require assistance
- making effective decisions and resolving routine problems within the bounds of the duties and responsibilities of a race meeting starter
- operating starting equipment
- overseeing safe handling and work practices when dealing with horses
- reading and interpreting racing documents relating to race distances, race fields, track conditions, horse identification and performance records
- reading and interpreting workplace documentation, including rules of racing and starting procedures
- recognising damaged or defective gear
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting incidents to stewards in a timely manner
- resolving disputes according to harness racing protocols and procedures
- teamwork skills to ensure completion of job tasks
- working in a high pressure environment
- written communication skills to complete workplace documentation and reports.

## Required knowledge

- approved gear
- common features of injury, illness and distress in horses
- communication procedures within race meeting and wider racing industry
- equipment used in work role and the procedures for its operation and maintenance
- horse handling and controlling techniques
- OHS and environmental legislative requirements
- organisational policies and procedures
- positive and effective communication strategies used to work with a team, deal with conflicts and resolve disputes
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting requirements for irregularities and problems.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when starting harness races
- implementation of procedures and timely techniques for the safe, effective and efficient application of race starting operations
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of harness horses
- materials and equipment relevant to assessing candidate's ability to start harness races
- safe handling and approved race starting and associated facilities
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:



## EVIDENCE GUIDE

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Past problems*** with particular horses may include:

- horse:
  - attempts to burrow
  - charges forward
  - pulls sideways
  - rears
  - is reluctant to move forward.

***Operation of mobile and other start equipment*** check will

- arms or wings of mobile start
- battery

## RANGE STATEMENT

include:

- communication system between starter and driver
- damage
- fuel
- height of arms
- lights
- oil
- power steering fluid
- transmission fluid
- tyre pressure
- water.

**Rules of racing** in relation to race starts may include:

- ahead of advertised start time
- barrier positions for unruly horses
- defer or delay start
- horse denied fair start
- horse unfit
- non-starter
- order of placing at barrier
- starter's orders
- starter's powers.

**Hazards** associated with start of the race may include:

- broken start equipment
- disruption at barrier
- gear breakage
- injury to staff, driver or horse
- non-compliance of drivers.

**OHS and racing safe operating procedures** may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- contributing to development of risk control measures

## RANGE STATEMENT

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|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | <ul style="list-style-type: none"> <li>• following safe work practices, including:             <ul style="list-style-type: none"> <li>• ensuring mobile start vehicle keeps a suitable distance from horses that may be warming up on the track</li> <li>• ensuring driver stops or moves out of the way if there is a problem with a horse</li> <li>• ensuring horses are not near track entrance as vehicle enters</li> </ul> </li> <li>• following accident and injury procedures</li> <li>• identifying and reporting unsafe work practices</li> <li>• identifying race start hazards</li> <li>• identifying emergency situations</li> <li>• understanding individual horse behaviour</li> <li>• wearing approved personal protective equipment.</li> </ul> |
| <b>Instructions relayed to mobile driver and other staff</b> may include: | <ul style="list-style-type: none"> <li>• adjusting gear</li> <li>• beginning to move off</li> <li>• holding horses</li> <li>• walking horses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Horses are <b>identified</b> by:                                          | <ul style="list-style-type: none"> <li>• brands</li> <li>• colours</li> <li>• drivers</li> <li>• gender</li> <li>• markings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Approved gear</b> may include:                                         | <ul style="list-style-type: none"> <li>• alterable corrective equipment, such as:             <ul style="list-style-type: none"> <li>• hopple shorteners</li> <li>• overchecks</li> <li>• pull-up blinds</li> <li>• removable hoods</li> </ul> </li> <li>• bits</li> <li>• bridles</li> <li>• driving boots</li> <li>• helmet</li> <li>• hobbles</li> <li>• reins</li> <li>• sulkies</li> <li>• vests.</li> </ul>                                                                                                                                                                                                                                                                                                                                               |
| <b>Reports are provided</b> to stewards:                                  | <ul style="list-style-type: none"> <li>• maintaining confidentiality and discretion</li> <li>• promptly, courteously and efficiently</li> <li>• using correct forms of greeting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## RANGE STATEMENT

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- via verbal and/or written communication, including:
  - describing actions
  - giving and receiving clear, accurate and simple messages
  - listening to and interpreting information and instructions
- written reports may include simple documents and notes.

## Unit Sector(s)

**Unit Sector** Harness racing code

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

# RGRROP407A Perform duties of thoroughbred race starter

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to safely and efficiently conduct thoroughbred race starts. It requires knowledge and skills associated with preparing for race starts, and working closely with other race meeting staff to start races and complete post-race activities, including the provision of reports to stewards and race club personnel.

It requires the ability to oversee safe horse handling and apply workplace OHS standards.

This unit of competency operates in work environments of racing stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports licensed and registered personnel and others in the thoroughbred racing industry who may be required to act as starters for race meetings as part of their job function.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race starts. | <ol style="list-style-type: none"><li>1. Race fields and distances are confirmed.</li><li>2. <b><i>Past problems</i></b> with particular horses during loading of barriers are noted.</li><li>3. <b><i>Operation of barriers and other start equipment</i></b> is confirmed prior to commencement of race meeting.</li><li>4. Contingency plans are arranged in case of malfunction in start equipment.</li><li>5. <b><i>Rules of racing</i></b> relating to starting a race are defined and complied with.</li><li>6. <b><i>Hazards</i></b> associated with the loading of barriers and race start are defined and strategies employed that minimise the risk of injury and comply with <b><i>OHS and racing safe operating procedures</i></b> .</li></ol> |

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supervise pre-start activities.               | <p>7. Race meeting <b><i>duties and instructions</i></b> are allocated and relayed to staff.</p> <p>8. Starters are verified and <b><i>identified</i></b>, and <b><i>approved gear</i></b> and colours are noted.</p> <p>9. Horses are sent to start under supervision of clerk of course.</p> <p>10. Race start time is confirmed with stewards.</p> <p>11. Order of loading barriers is determined and relayed to staff.</p> <p>12. <b><i>Barrier loading</i></b> is performed within time and safety constraints using approved methods and personal protective equipment and with consideration to public perception of non-verbal signals and handling techniques.</p> <p>13. Incidents are managed to minimise risk of injury to staff and horses and reported to stewards and veterinarian.</p> <p>14. Non-starters are declared after conferring with stewards.</p> |
| Start race and complete post-race activities. | <p>15. Possible delay in race time is reported to stewards.</p> <p>16. Race start permission is sought from stewards.</p> <p>17. Race start is initiated as soon as starters are loaded and ready.</p> <p>18. Feedback on staff performance is provided in a timely and positive manner.</p> <p>19. Barrier loading and race start <b><i>reports are presented</i></b> to stewards.</p> <p>20. Barrier or start equipment is checked for damage and/or maintenance requirements prior to shutting down.</p> <p>21. Repairs or maintenance requirements are reported to race club.</p>                                                                                                                                                                                                                                                                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with race meeting staff, stewards, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay

## REQUIRED SKILLS AND KNOWLEDGE

information related to thoroughbred racing starts

- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation
- evaluating risks associated with race meeting starts and race day operations
- giving evidence in racing inquiries and investigations
- identifying individual horses using industry approved terminology, records and signalment
- identifying injured or distressed horses that require assistance
- making effective decisions and resolving routine problems within the bounds of the duties and responsibilities of a race meeting starter
- operating starting equipment
- overseeing safe handling and work practices when dealing with horses
- reading and interpreting racing documents relating to race distances, race fields, track conditions, horse identification and performance records
- reading and interpreting workplace documentation, including rules of racing and starting procedures
- recognising damaged or defective gear
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- reporting incidents to stewards in a timely manner
- resolving disputes according to thoroughbred racing protocols and procedures
- teamwork skills to ensure completion of job tasks
- working in a high pressure environment
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- approved gear
- common features of injury, illness and distress in horses
- communication procedures within the race meeting and wider racing industry
- equipment used in work role and the procedures for its operation and maintenance
- horse handling and controlling techniques
- OHS and environmental legislative requirements
- organisational policies and procedures
- positive and effective communication strategies used to work with a team, deal with conflicts and resolve disputes
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by horses
- relevant rules of racing
- reporting requirements for irregularities and problems.



## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when starting thoroughbred races
- implementation of procedures and timely techniques for the safe, effective and efficient application of race starting operations
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to start thoroughbred races
- safe handling and approved race starting and associated facilities
- work instructions and related documentation.

## EVIDENCE GUIDE

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Past problems*** with particular horses during loading may include:

- horse:
  - attempts to burrow under or climb gates
  - charges forward
  - pulls sideways

## RANGE STATEMENT

**Operation of barriers and other start equipment** check may include:

- rears
- is reluctant to move forward and requires barrier blanket.
- battery
- communication system between starter and driver
- damage
- electrical
- front and rear gates
- fuel
- lights
- power steering fluid
- tractor oil and water
- transmission fluid
- tyre pressure
- water.

**Rules of racing** in relation to race starts may include:

- ahead of advertised start time
- barrier positions for unruly horses
- defer or delay start
- horse denied fair start
- horse unfit
- non-starter
- order of placing at barrier
- rider disobedience
- riderless on jumping
- starter's orders
- starter's powers.

**Hazards** associated with start of the race may include:

- broken start equipment
- disruption at barrier
- gear breakage
- injury to staff, rider or horse
- non-compliance of riders.

**OHS and racing safe operating procedures** may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour

## RANGE STATEMENT

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of horses, such as:

- fences and equipment
- other persons or animals
- vehicles
- wind and noise
- contributing to development of risk control measures
- following safe work practices
- following accident and injury procedures
- identifying and reporting unsafe work practices
- identifying race start hazards
- identifying emergency situations
- understanding individual horse behaviour
- wearing approved personal protective equipment.

***Duties and instructions*** relayed to staff may include:

- climbing barrier
- holding horses
- loading horses
- reminding staff of high visibility of actions due to televised barrier loading
- shutting gates
- walking horses.

Horses are ***identified*** by:

- brands
- colours
- gender
- markings.

***Approved gear*** may include:

- bandages
- bits
- blinkers
- boots
- breastplates
- bridles
- crossover nosebands
- girths
- pacifiers
- reins
- rings
- saddles
- shadow roll
- stirrup leathers

## RANGE STATEMENT

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- Barrier loading** may include:
- surcingles
  - tongue ties.
  - applying cane under starter's instruction
  - applying barrier blanket
  - applying blindfold
  - applying twitch
  - assuming correct position to assist jockey in barrier
  - adjusting or removing gear
  - communicating with other team members to complete tasks
  - climbing barrier and moving to horse's head to take control
  - closing gates of stalls correctly
  - exiting barrier safely, quickly and efficiently
  - fitting correct items of gear
  - identifying non-approved gear
  - lifting tail to prevent horse flipping
  - leading horse forward into barrier correctly
  - linking arms to move horse forward
  - pushing horse sideways
  - straddling barrier safely to control horse.
- Reports are presented** to stewards and race club:
- maintaining confidentiality and discretion
  - promptly, courteously and efficiently
  - using correct forms of greeting
  - via verbal and/or written communication including:
    - describing actions
    - giving and receiving clear, accurate and simple messages
    - listening to and interpreting information and instructions
  - written reports may include simple documents and notes.

## Unit Sector(s)

Unit Sector

Thoroughbred racing code

## Co-requisite units

Co-requisite units

## Functional Area

**Functional Area**                      Racing performance services

## RGRROP408A Perform duties of betting supervisor or steward at greyhound or horse race meetings

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to perform the duties of a betting supervisor at race meetings, including pre-race and race meeting checks of a variety of documentation. It requires knowledge of rules of racing related to betting ring and internet wagering activity, high level communication skills to mediate effectively in betting disputes, and analytical and mathematical skills to effectively monitor and interpret wagering information.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. However greyhound, harness and thoroughbred racing are strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

### Application of the Unit

#### Application of the unit

This unit of competency supports authorised racing officials to perform the job functions associated with the duties of a betting supervisor at race meetings.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gather information relating to market prices and fluctuations. | <ol style="list-style-type: none"><li>1. <b><i>Expected form</i></b> of racing greyhounds or horses is determined.</li><li>2. <i>Race performance</i> is interpreted.</li><li>3. Betting information is collected, interpreted and reported to stewards.</li><li>4. Fluctuations and anomalies in prices are monitored, noted and reported to stewards prior to race.</li><li>5. Bookmakers' telephone calls are monitored.</li></ol> |



| ELEMENT                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mediate in betting disputes.                               | <ol style="list-style-type: none"> <li>6. Internet wagering activity is monitored.</li> <li>7. Activities in betting ring and surrounds are observed.</li> <li>8. Wagering disputes are clarified.</li> <li>9. Wagering disputes are investigated.</li> <li>10. Wagering disputes are resolved or referred to stewards.</li> </ol>                                                                                                                                                                                                                           |
| Inspect betting ledgers and other records of transactions. | <ol style="list-style-type: none"> <li>11. Wagers accepted are compared with legislative requirements.</li> <li>12. Bookmakers' ledgers and other records are reviewed for compliance with rules of racing and legislative requirements .</li> <li>13. <b>Evidence of suspected non-compliance</b> by bookmakers or their employees is compiled and presented to the chief steward or other designated personnel.</li> <li>14. Ledgers and other documentation are seized and receipted for further investigation if non-compliance is suspected.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- calculating alterations to odds and reporting deviations to supervisor
- communicating with the public, industry officials, licensed or registered personnel and others using assertive communication techniques to gather, interpret and relay information related to wagering activity during the conduct and operations of racing
- managing conflict and difficult situations during mediation
- monitoring wagering and relating odds offered to current form of racing animals using various medium, including:
  - internet
  - ledgers
  - totalisator
- numeracy skills for calculating alterations to odds and recording results
- practising protocols and procedures for communicating with other stewards and officials
- providing clear and concise reports on race performance in verbal and written

## REQUIRED SKILLS AND KNOWLEDGE

formats

- reading and interpreting wagering, other workplace documentation and rules of racing
- recognising individuals, for example warned-off persons
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using computer, internet, video and DVD recording and re-play devices
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- effect of race incidents on animal performance
- effect of track conditions and ratings, course layout and rail placement on animal performance
- equipment used in work role and procedures for its operation and maintenance
- industry terminology related to race meeting procedures and wagering
- OHS and environmental legislative requirements
- organisational policies and procedures
- protocols and procedures for communicating with stewards, and licensed and other racing industry personnel and the public
- racing industry safety requirements, including safe operating procedures
- regular racing industry personnel, including bookmakers and clerks
- rules of racing relating to laying of bets, and rights and obligations of punters, bookmakers and other suppliers of wagering products
- wagering trends, including odds fluctuations and unusual betting patterns
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and

## EVIDENCE GUIDE

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instructions that are to apply when monitoring wagering activity

- demonstration to confirm ability to monitor betting fluctuations and analyse and interpret bookmakers' ledgers, totalisator and other systems
- implementation of procedures and timely techniques for the safe, effective and efficient application of betting supervisor or steward duties
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of race meeting relevant contexts and include dealings with an appropriate range of situations.

### Context of, and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of race meetings and race administration offices
- materials and equipment relevant to assessing candidate's ability to supervise, interpret and analyse wagering activity
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- case studies covering a range of wagering activity scenarios, accompanied by race documentation, such as form guides and stewards' reports.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly

## EVIDENCE GUIDE

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### Guidance information for assessment

observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Expected form*** may include:

- betting ring and TAB prices
- form guide
- greyhound's or horse's age, number of race starts or trial starts, variety of tracks and track conditions and class or grading of race
- driver or rider error and experience
- other incidents in previous race starts, such as:
  - careless driving or riding
  - interference
  - lack of race fitness
  - missing the start.

***Race performance*** interpretation may include:

- hearing race call
- reading form
- watching race.

## RANGE STATEMENT

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Observations of ***activities in betting ring and surrounds*** may assist with:

- developing a good memory for faces
- monitoring bookmaker or punter compliance with established protocols
- noting familiar and unfamiliar faces.

***Wagering disputes*** may be caused by:

- false, misleading or fictitious entries in betting sheets
- illegible entries on betting tickets
- lack of identification of person making bet
- lack of information regarding horse name or number on betting tickets
- non-payment of bet.

***Bookmakers' ledgers*** may be checked to:

- ensure compliance with rules of racing
- maintain integrity.

***Rules of racing and legislative requirements*** may include:

- rules of racing, including:
  - bet-backs
  - bookmakers
  - bookmakers' clerks
  - rules of betting
  - sports betting
  - telephone betting
- legislative compliance, with:
  - federal and state Bookmakers (Taxation) Act
  - Gaming and Betting Act
  - Stamp Duties Act
  - other state-specific Acts relating to betting.

***Evidence of suspected non-compliance*** may be found by:

- comparing on-course bookmakers' ledgers to 'bag' tallies
- comparing odds offered to expected form
- comparing wagers accepted with legislative requirements.

## Unit Sector(s)

Unit Sector

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## RGRROP409A Perform duties of greyhound grader

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to grade greyhounds for eligibility to compete in races. It requires a consistent approach to compliance with the grading policy in accordance with the rules of racing. The unit includes procedures related to collecting, analysing and organising information to ensure the most ethical means of determining the application of grading protocols.

This unit of competency operates in workplace environments of racing administration, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel who are required to apply the grading policy to the classification of racing greyhounds for a racing governing body as part of their job role.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

#### Prerequisite units

## Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interpret race performance.                  | 1. <b><i>Performance</i></b> of greyhounds is analysed.<br>2. Race result reports are examined.                                                                                                                                                                                                                                               |
| Rank race performance.                       | 3. <b><i>Race class structure</i></b> is used to compare performances.<br>4. <b><i>Experience and/or age of runner</i></b> and incidents within the race are considered when evaluating performance.<br>5. <b><i>Box draw</i></b> , distance of race and track type are considered.<br>6. Weather conditions are related to race performance. |
| Grading records are compiled and maintained. | 7. Race fields are ranked using authority grading system.<br>8. Records of performance are prepared and kept up-to-date.<br>9. Computer-based and hard copy records are maintained.<br>10. <b><i>Integrity and ethical principles</i></b> are employed during                                                                                 |



| ELEMENT | PERFORMANCE CRITERIA                                               |
|---------|--------------------------------------------------------------------|
|         | application of grading protocols and procedures and other duties.  |
|         | 11. <i>Confidentiality of decisions</i> and records is maintained. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- accurate computer skills, including:
  - data entry
  - spreadsheet
  - word processing
- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to:
  - deal with disgruntled racing participants
  - gather, interpret and relay information relating to greyhound grading requirements
  - respond to a formal complaint
  - respond to trainers or owners disputing the classification used by graders
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- consulting concisely and effectively with customers, colleagues and team members
- evaluating advantages or disadvantages of a variety of potential solutions to resolve problems
- interpreting racing jargon, including classes and distances of greyhound races
- making effective decisions based on grading policies, current performance and industry guidelines
- operating a range of office equipment and technology
- reading and interpreting race reports, form guides and other records of race performance
- reading and interpreting workplace documentation, including rules of racing and grading policies
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities

## REQUIRED SKILLS AND KNOWLEDGE

- using race replay equipment, including video, DVD and other sources to assess individual greyhound performance during various stages of the race
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- factors that affect greyhound performance
- grades, classifications and distances of greyhound races
- hazards and potential hazards in the workplace and risk control procedures
- industry terminology related to greyhound grading and wider racing industry
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication, including dealing with conflict and grievance resolution
- procedures for operation and maintenance of office equipment and technology
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when grading greyhounds for races
- implementation of procedures and timely techniques for the safe, effective and accurate application of greyhound grading procedures
- working with others to undertake and complete

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## EVIDENCE GUIDE

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### Context of, and specific resources for assessment

procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry supervised access to racing administration offices and racecourses
- materials and equipment relevant to assessing candidate's ability to complete greyhound grading procedures
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Greyhound ***performance*** may be analysed by:

- reading race reports and results
- viewing races or trials live and via replay.

***Race result reports*** may include:

- box draw and number of runners
- identification of greyhounds that did not complete the race
- race class
- race distance
- race incidents that affected the results
- race location
- race record time
- race times of individual runners in race sections.

***Race class structure*** may affect race results:

- due to class structures being set to match greyhounds that have won the same types of races and/or similar amounts of prize money
- if greyhounds of all levels were raced against each other, greyhounds of higher class would have an advantage over the rest of the field.

***Experience and/or age of runner*** may affect performance due to:

- experienced greyhounds are more likely to settle into their race, which will also reduce wasting energy early
- greyhounds generally need some race experience before they perform consistently
- older greyhounds can suffer more wear and tear from racing, which can prevent them from racing according to previous form
- young greyhounds need time to gain strength and stamina.

***Box draw*** considerations may include:

- boxes are numbered in the same way on every racetrack in Australia

## RANGE STATEMENT

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***Integrity and ethical principles*** are required for:

- greyhound races are started from a row of individual cages (boxes) for each greyhound
- there are perceived advantages to runners starting from certain boxes so a random pick takes place to allocate boxes to greyhounds; this is known as the box draw.
- graders to demonstrate that they have applied the grading policy consistently to all greyhounds
- graders not making decisions based on factors other than the grading policy, such as:
  - applying a selection criterion other than the grading policy
  - friendships or disputes with owners or trainers
  - subjective rather than objective evaluation of performance
- graders conducting their work and private life in such a way as to avoid attempts of bribery or blackmail, or threats of harm
- owners, trainers and the betting public to have confidence in the grading system.

***Confidentiality of decisions*** is important due to:

- certain information is private and should not be disclosed to others who may deliberately or inadvertently cause embarrassment or financial loss to others
- information given to certain people before others are advised can give some people an unfair advantage
- information that is not protected may be distributed out of sequence or with omissions or unauthorised additions that can distort the facts or misrepresent a person's intention or reputation.

## Unit Sector(s)

**Unit Sector**

Greyhound racing code

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

# RGRROP410A Perform duties of racehorse handicapper

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to provide racehorse handicappers with the skills and knowledge to interpret race performance, rank race performance and compile and update handicapping records. The unit includes procedures related to collecting, analysing and organising information to ensure the most ethical means of determining the application of handicapping protocols that comply with rules of racing.

This unit of competency operates in workplace environments of racing administration, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports racing industry personnel who are required to apply the handicapping policy to the classification of racehorses for a racing governing body as part of their job role.

Competencies attained in this unit apply to the harness or thoroughbred code of the industry. Consequently when performance criteria are applied they will relate to the harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Interpret race performances.

1. Performance of horses is analysed.
2. ***Speed maps*** are interpreted.

Rank race performances.

3. ***Race class structure*** is used to compare performances.
4. Track ratings and weather conditions are related to race performance.
5. Experience and/or age of runner and ***incidents within the race*** are considered.



| ELEMENT                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Handicapping records are compiled and maintained. | <ol style="list-style-type: none"> <li>6. Barrier draw and distance of race are considered.</li> <li>7. Race fields are ranked using <b>handicapping system</b>.</li> <li>8. Records of performance are prepared and kept up to date.</li> <li>9. Computer-based and/or hard copy records are maintained.</li> <li>10. Appropriate <b>communication skills</b> are employed when dealing with racing participants.</li> <li>11. <b>Integrity and ethical principles</b> are employed during application of handicapping protocols and procedures and other duties.</li> <li>12. <i>Confidentiality of decisions</i> and records is maintained.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- accurate computer skills, including:
  - data entry
  - spreadsheet
  - word processing
- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information relating to racehorse handicapping requirements
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- consulting concisely and effectively with customers, colleagues and team members
- evaluating advantages or disadvantages of a variety of potential solutions to resolve problems
- identifying, by observation of live racing and/or video, examples of fair and legal race strategies and any rapid alteration of an animal's position in race field
- interpreting racing jargon, including classes and distances of racehorse races
- making effective decisions based on handicapping policies, current performance and industry guidelines

## REQUIRED SKILLS AND KNOWLEDGE

- operating a range of office equipment and technology
- reading and interpreting race reports, form guides and other records of race performance
- reading and interpreting workplace documentation, including rules of racing and handicapping policies
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using race replay equipment including video, DVD and other sources to assess individual horse performance during various stages of the race
- visual acuity to identify colours and individual animals
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- effect of track conditions and ratings, course layout and rail placement on animal performance
- factors that affect racehorse performance
- race form, class structure and track ratings
- hazards and potential hazards in the workplace and risk control procedures
- industry terminology related to racehorse handicapping and wider racing industry
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication, including dealing with conflict and grievance resolution
- procedures for operation and maintenance of office equipment and technology
- reporting requirements for irregularities and problems
- rules of racing and handicapping regulations relevant to the racing code.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy

## EVIDENCE GUIDE

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### competency in this unit

all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when handicapping racehorses for races
- implementation of procedures and timely techniques for the safe, effective and accurate application of handicapping procedures
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of, and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry supervised access to racing administration offices and racecourses relevant to the applicable racing code
- materials and equipment relevant to assessing candidate's ability to complete race handicapping procedures
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by

## EVIDENCE GUIDE

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### Guidance information for assessment

supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

---

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Factors taken into account when ***performance of horses*** is analysed may include:
- age of horse
  - barrier draw
  - class of race
  - driver or rider error and experience
  - gear usage
  - horse racing behaviour, including:
    - appearing to falter
    - changing stride
    - checking
    - crowding
    - climbing
    - laying-in or hanging
    - losing ground
    - over-racing
    - racing ungenerously
    - racing wide

## RANGE STATEMENT

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- steadying off the heels
  - race distance
  - sectional times
  - track condition and rating
  - variety of tracks
  - weather conditions.
- Speed maps*** may be prepared by:
- referring to documentation, including:
    - form guides
    - race books
    - stewards' reports
  - referring to other form review methods, including:
    - computer for internet
    - DVD and video replays of races, trials and trackwork.
- Race class structure*** to compare performance may take into account:
- racing code
  - local and international structures.
- Incidents within the race*** may include:
- careless driving or riding
  - changes in strategies
  - injury in running
  - lack of race fitness
  - loss of driver or rider
  - missing the start.
- Handicapping system*** considerations may include:
- balloting conditions
  - HaRVEY harness racing software
  - ratings-based
  - regional weights, for example:
    - country
    - provincial
    - metropolitan
  - set weights
  - weight for age.
- Appropriate ***communications skills*** when dealing with racing participants will include:
- presenting information in logical order
  - using body language and voice that is assertive but not aggressive
  - using language that is not patronising but at suitable level
  - using non-discriminatory language

## RANGE STATEMENT

***Integrity and ethical principles*** are required for:

- using effective listening and speaking skills
- verifying what has been said or done and why it has been said or done.
- handicappers to demonstrate that they have applied handicapping policy consistently to all racehorses
- handicappers not making decisions based on factors other than the handicapping policy, such as:
  - applying a selection criterion other than the handicapping policy
  - friendships or disputes with owners or trainers
  - subjective rather than objective evaluation of performance
- handicappers conducting their work and private life in such a way as to avoid attempts of bribery or blackmail, or threats of harm
- owners, trainers and the betting public to have confidence in the handicapping system.
- certain information is private and should not be disclosed to others who may deliberately or inadvertently cause embarrassment or financial loss to others
- information given to certain people before others are advised can give some people an unfair advantage
- information that is not protected may be distributed out of sequence or with omissions or unauthorised additions that can distort the facts or misrepresent a person's intention or reputation.

***Confidentiality of decisions*** is important due to:

## Unit Sector(s)

**Unit Sector**

Harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|

# RGRROP411A Perform duties of greyhound or horse race judge

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to identify the finish positions of greyhounds or horses in races and report outcomes of the race. It requires the ability to operate computers and other relevant technology, correctly identify greyhounds or horses, liaise with stewards and other racing officials and work to deadlines while applying ethical standards and complying with the rules of racing.

This unit of competency operates in workplace environments of racing administration, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports racing industry personnel who are required to perform the duties of a greyhound or horse race judge for a racing governing body or race club as part of their job role. Some states and racing codes have crossover tasks associated with the duties of race judge and photo finish operator.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound, harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare for race day.

1. Race fields and distances are verified .
2. Barrier position, racing colours and ***greyhound or horse identification features*** are confirmed.
3. Operation of ***equipment*** used to observe race and identify placings is verified prior to commencement of race meeting.
4. ***Rules of racing*** for the declaration of places in a race are defined and complied with.

| ELEMENT                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify the finish positions in a greyhound or horse race or trial. | 5. Identify individual greyhounds or horses within a race.<br>6. Racing positions of all greyhounds or horses are identified throughout the major stages of the race prior to the finish.<br>7. Incidents within a race are noted.<br>8. Photo finish image recording is triggered.<br>9. Placings of first four greyhounds or first five horses are estimated.<br>10. Placings of all runners are confirmed and declared after interpretation of photo finish image. |
| Report outcomes of the race.                                         | 11. Stewards are advised of final placings .<br>12. Results are provided to public via semaphore or <b>other notification system</b> .<br>13. Report on placings is prepared and forwarded to stewards and other relevant parties.                                                                                                                                                                                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying OHS and environmental work procedures
- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information relating to judging operations
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- consulting concisely and effectively with colleagues and team members
- evaluating advantages or disadvantages of a variety of potential solutions to resolve problems
- making effective decisions, including accurately identifying correct winner in a tight finish
- operating a range of equipment and technology
- reading and interpreting workplace documentation, including relevant rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with

## REQUIRED SKILLS AND KNOWLEDGE

varying physical and mental abilities

- visual acuity to identify colours, individual animals and correct winner
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- hazards and potential hazards in the workplace and risk control procedures
- identification features of greyhounds or horses
- industry terminology related to racing procedures and judging operations
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- procedures for operation and maintenance of relevant equipment and technology
- purpose and comprehension of racing operations documentation
- relevant rules of racing
- race colours and barrier or box numbers
- reporting requirements for irregularities and problems
- types of equipment and procedures for operation and maintenance.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when judging races
- implementation of procedures and timely techniques for the safe, effective and accurate application of judging procedures
- working with others to undertake and complete

## EVIDENCE GUIDE

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### Context of, and specific resources for assessment

procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry supervised access to race meetings and racecourse facilities relevant to the applicable racing code
- materials and equipment relevant to assessing candidate's ability to complete race judging procedures
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English,

## EVIDENCE GUIDE

youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Race fields and distances are verified by:***

- race book, including runners and race distances
- scratchings list.

***Greyhound or horse identification features*** may include:

- animal colours and markings
- driver or rider race colours
- greyhound rug colours
- new gear, for example:
  - blinkers used on horses
  - shadow rolls.

***Equipment*** may include:

- camera
- computer
- lighting
- mirror box
- telephone
- television monitor.

***Rules of racing*** may include:

- camera usage
- judge's position when runners pass winning post
- judge's declaration of winning or placed runners subject to alteration only by stewards
- mistakes
- placement of runners to fourth, fifth or sixth place dependant upon conditions of race, code and state
- rules of racing for the specific racing code.

***Stewards advised of final placings***

- calling for photo in tight or close finishes

## RANGE STATEMENT

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will cover:

- comparing placings
- margins, for example:
  - half head
  - half length
  - nose
- phoning stewards room.
- on course announcer and public address
- race caller.

*Other notification systems* may include:

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

## RGRSTD301A Perform duties of cadet steward

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to perform the duties of a cadet steward in race meeting and non-race meeting activities. It requires knowledge of rules relating to licensed personnel, permit holders and others authorised to undertake work on racecourses and racing training establishments, as well as knowledge of the rules of racing related to the gear worn by racing animals and the animals' health, fitness and suitability to race.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

### Application of the Unit

#### Application of the unit

This unit of competency supports the cadet steward in attending city, provincial and country race meetings or trials and supporting senior stewards in non-race meeting duties, and performing such duties as directed by the chairman of stipendiary stewards for the greyhound, harness and thoroughbred racing codes.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                 |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support racing operations staff. | <ol style="list-style-type: none"><li>1. <b><i>Equipment</i></b> used in racing operations is prepared.</li><li>2. <b><i>Roles in race day operations</i></b> are researched and duties defined.</li><li>3. Range of racing operations functions are performed in order to assist or replace staff in an emergency or when</li></ol> |



| ELEMENT                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Assist in conduct of race meetings or trials.      | <p>4. <b>Incidents</b> are reported to supervisor and/or chairman of stewards' panel.</p> <p>5. Duties allocated are performed in an effective and timely manner.</p> <p>6. <b>Gear</b> used on racing animals is inspected for condition, fit, safety and authorised use.</p> <p>7. <b>Identification</b> of animals is verified at race meetings and trials.</p> <p>8. Identification of licensed or registered persons at race meetings or trials is verified.</p> <p>9. Observations of <b>animal performance</b> are made and reported.</p> |
| Verify suitability of animals to race.             | <p>10. Features of healthy racing animals are identified.</p> <p>11. Symptoms of poor health, pain or distress in racing animals are identified.</p> <p>12. Animals are referred to specialist for evaluation if required.</p> <p>13. Advice from specialist is collected on animal's fitness to start and conveyed to chairman of stewards.</p>                                                                                                                                                                                                 |
| Support senior stewards in nonrace day activities. | <p>14. <b>Safety and security</b> of kennels or stables are checked for compliance with racing requirements.</p> <p>15. Animals are checked against kennel or stable returns.</p> <p>16. Information on animal performance is gathered as requested.</p> <p>17. Information on racing participants is gathered as requested.</p> <p>18. <b>Records</b> are updated as requested.</p>                                                                                                                                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to safe handling and work practices when working around greyhounds or horses

## REQUIRED SKILLS AND KNOWLEDGE

- communicating with senior stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to cadet steward duties
- completing duties in accordance with safe operating procedures and nominated time frame
- computer skills, including:
  - data entry and retrieval
  - email and internet
  - spreadsheet applications
  - word processing
- following OHS and environmental work procedures
- identifying different items of greyhound and horse race gear and assessing their condition in terms of safe use and need for repair
- identifying individual animals by brand, colour, sex, and leg and face markings
- identifying signs of ill health, injury or pain in racing animals
- operating a range of equipment and technology
- performing duties of related racing operations staff in cases of emergency or as required
- providing clear and concise reports on race performance in verbal and written formats
- recognising rapid alterations in an animal's position in race field
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- undertaking general administration duties, including filing, photocopying and telephone duties in an office environment
- using initiative, discretion and judgements to solve racing issues and problems
- using video and DVD recording and re-play devices and other equipment for racing operations duties
- working within the boundaries set by regulatory bodies, other regulations and the racing industry
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures for communicating with other stewards and officials, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- greyhound or racehorse markings
- hazards and potential hazards in the workplace and risk control procedures
- industry terminology related to cadet steward duties and wider racing industry
- OHS and environmental legislative requirements

## REQUIRED SKILLS AND KNOWLEDGE

- organisational policies and procedures
- principles of effective communication
- procedures for operation and maintenance of office equipment and other technology
- purpose and comprehension of racing and non-racing operations documentation
- purpose of gear and reasons for identifying and reporting problems with condition, fit and safety
- racing industry animal welfare requirements
- reasons racing animals may not perform as expected
- relevant rules of racing
- reporting requirements for irregularities and problems
- roles and activities of licensed and non-licensed racing industry personnel
- size and structure of the racing industry
- symptoms of and ways of checking for common signs of injury, ill health or distress in racing animals.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing the duties of a cadet steward
- demonstration of the ability to comply with rules of racing and race meeting protocols when assisting with race meeting operations and effectively supporting senior stewards in non-race meeting activities
- implementation of procedures and timely techniques for the safe, effective and efficient application of cadet steward duties

## EVIDENCE GUIDE

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- working with others to undertake and complete required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing operations and administration-relevant contexts, and include dealings with an appropriate range of situations.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to perform cadet steward duties
- racing administration buildings, training and racetracks, race trials and meetings and related facilities, including commercial kennels and stables
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and related protocols

## EVIDENCE GUIDE

### Guidance information for assessment

- RGRCMN201A Follow OHS procedures and observe environmental work practices
- RGRCMN202A Achieve requirements for industry induction.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform the duties of a cadet steward. Workplaces include greyhound kennels, harness and thoroughbred stables, racecourses, training tracks, administration buildings and public areas.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

***Equipment*** used in racing operations may include:

- animal descriptions
- approved gear list
- barrier draw
- binoculars
- form guide
- offence reports
- race fields
- race colours

## RANGE STATEMENT

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|                                                                                                     |                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                     | <ul style="list-style-type: none"> <li>• recording equipment</li> <li>• two-way radios</li> <li>• video re-play equipment.</li> </ul>                                                                                                                                                                                                     |
| <b><i>Roles in race day operations</i></b> include:                                                 | <ul style="list-style-type: none"> <li>• clerks of course</li> <li>• clerks of scales</li> <li>• kennel attendants or barrier attendants</li> <li>• racecourse detectives</li> <li>• race day farriers</li> <li>• race day veterinarians</li> <li>• race starters</li> <li>• scribe or shorthand writers</li> <li>• stewards.</li> </ul>  |
| <b><i>Incidents</i></b> reported may include:                                                       | <ul style="list-style-type: none"> <li>• contravention of rules of racing</li> <li>• unsafe work practices</li> <li>• ill treatment of racing animals.</li> </ul>                                                                                                                                                                         |
| Factors considered for condition, fit, safety and authorised use of <b><i>gear</i></b> may include: | <ul style="list-style-type: none"> <li>• common safe greyhound or horse handling techniques</li> <li>• relevant rules of racing</li> <li>• types of gear permitted.</li> </ul>                                                                                                                                                            |
| <b><i>Identification</i></b> verified may include:                                                  | <ul style="list-style-type: none"> <li>• brands</li> <li>• colour</li> <li>• ear tattoos</li> <li>• markings</li> <li>• sex</li> <li>• using a scanner to read microchip information.</li> </ul>                                                                                                                                          |
| <b><i>Animal performance</i></b> indicators may include:                                            | <ul style="list-style-type: none"> <li>• jumping quickly and cleanly from the barriers or boxes</li> <li>• placement during the race</li> <li>• signs of animal fatigue during race</li> <li>• deviations during the race</li> <li>• animal's ability to finish the race strongly.</li> </ul>                                             |
| <b><i>Features of healthy racing animals</i></b> may include:                                       | <ul style="list-style-type: none"> <li>• bright eye, shiny coat, defined musculature, sound action and alert manner</li> <li>• signs of unhealthy horses are: <ul style="list-style-type: none"> <li>• discharge</li> <li>• dull coat</li> <li>• dull eyes</li> <li>• elevated temperature</li> <li>• listlessness</li> </ul> </li> </ul> |

## RANGE STATEMENT

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- skin disease
- swollen joints
- symptoms of injuries may include:
  - abrasions or cuts
  - fractures
  - heat in limbs
  - lameness
  - sprains
  - strains.
- **Safety and security** of kennels or stables may include:
  - adequate lighting and air flow
  - clean, well-maintained and ventilated kennels or boxes and feed rooms
  - electricity sources in good condition
  - exits not obstructed
  - fire equipment operational
  - gear and equipment in good repair
  - visual deterrents, such as surveillance, signage and locks.
- **Records** information may include:
  - acceptance lists
  - current racing code notices of greyhound, horse or trainer offences
  - documents of description, registration papers and registration cards
  - driver or jockey disciplinary or offence records
  - form guides
  - greyhound or horse identification summary
  - greyhound performance records
  - kennel or stable returns
  - kennel or stable workplace safety audits
  - nomination forms
  - race colours
  - steward liaison with racing office clerks or handicappers to check eligibility of greyhound or horse to race and the status of any owner, trainer, driver or jockey involved in the meeting.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common



## RGRSTD302A Interpret wagering trends

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to conduct pre-race and race meeting checks of a variety of documentation, including written, audio and visual, to monitor and interpret wagering information. It requires knowledge of the rules of racing related to bookmakers, bookmakers' clerks and other licensed and registered personnel, including owners. It also requires the application of mathematical and analytical skills to interpret wagering trends.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

### Application of the Unit

#### Application of the unit

This unit of competency supports betting stewards, supervisors and racing officials to perform the job functions associated with interpreting wagering trends.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Read and interpret wagering information.

1. ***Industry jargon and abbreviations*** used in wagering are interpreted.
2. ***Types of bets*** available are explained.
3. Bookmakers' ledgers are interpreted.
4. Information provided on totalisators and other betting or form analysis systems is interpreted.

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                      |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitor wagering.                    | 5. On-course and totalisator wagering trends are monitored.<br>6. Off-course e-betting system wagers are monitored.                                                                                                       |
| Relate odds offered to current form. | 7. <b><i>Speed maps</i></b> and predicted form are reviewed.<br>8. Odds offered by a range of sources are compared to <b><i>predicted form</i></b> .<br>9. Race performance is assessed against wagers made and reported. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with senior stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to wagering trends
- completing duties in accordance with safe operating procedures and nominated time frame
- computer skills, including:
  - data entry and retrieval
  - email and internet
  - spreadsheet applications
  - word processing
- following OHS and environmental work procedures
- identifying individual animals during running of races
- numeracy and analytical skills to interpret odds fluctuations and record results
- operating a range of equipment and technology
- providing clear and concise reports on wagering trends in verbal and written formats
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- using video and DVD recording and re-play devices
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

## REQUIRED SKILLS AND KNOWLEDGE

- communication procedures for communicating with other stewards and officials, including reporting lines within the workplace and wider racing industry
- effect of track conditions and ratings, course layout and rail placement on animal performance
- ethical conduct standards of relevant racing principal authority
- greyhound or racehorse markings
- industry terminology related to wagering and wider racing industry
- OHS and environmental legislative requirements
- odds fluctuations and unusual betting patterns
- organisational policies and procedures
- principles of effective communication
- procedures for operation and maintenance of office equipment and other technology
- reasons racing animals may not perform as expected
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when interpreting wagering trends
- demonstration of the ability to analyse race form and predict expected race results, interpret bookmakers' ledgers, totalisators and other systems, and accurately monitor betting fluctuations
- implementation of procedures and timely techniques for the safe, effective and efficient application of cadet steward duties

## EVIDENCE GUIDE

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- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing operations and administration-relevant contexts, and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to interpret wagering trends
- racing administration buildings, race meetings and related facilities
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- case studies to assess candidate's ability to provide written and/or oral responses to various scenarios.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN001A Comply with the rules of racing and

## EVIDENCE GUIDE

### Guidance information for assessment

related protocols

- RGRROP408A Perform duties of betting supervisor or steward at greyhound or horse race meetings.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to interpret wagering trends. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks and administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

### ***Industry jargon and abbreviations*** may include:

- appeared to falter
- barrier or box draw
- came together in the run
- changing stride
- checking
- climbing
- crossing towards the rails
- crowding

## RANGE STATEMENT

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|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <ul style="list-style-type: none"> <li>• hanging</li> <li>• jumped smartly</li> <li>• laying in</li> <li>• losing ground</li> <li>• over racing</li> <li>• race distance</li> <li>• raced wide</li> <li>• racing ungenerously</li> <li>• sectional times</li> <li>• steadying off the heels</li> <li>• tailed off</li> <li>• track condition.</li> </ul>                                                                                                    |
| <b><i>Types of bets</i></b> may include:                 | <ul style="list-style-type: none"> <li>• bet-backs</li> <li>• betting exchange transactions</li> <li>• daily double</li> <li>• dividend odds</li> <li>• each way</li> <li>• exacta</li> <li>• electronic betting</li> <li>• quadrella</li> <li>• quinella</li> <li>• sports betting</li> <li>• telephone betting</li> <li>• trifecta</li> <li>• win and place</li> <li>• win only.</li> </ul>                                                               |
| <b><i>Speed maps</i></b> may be prepared through use of: | <ul style="list-style-type: none"> <li>• form guides</li> <li>• race books</li> <li>• stewards' reports</li> <li>• other form reviews, including video replays of races, trials and trackwork.</li> </ul>                                                                                                                                                                                                                                                   |
| <b><i>Impact upon predicted form</i></b> may include:    | <ul style="list-style-type: none"> <li>• class or grading of race</li> <li>• driver or rider error and experience</li> <li>• horse's age and number of race or trial starts</li> <li>• other incidents such as interference, including:             <ul style="list-style-type: none"> <li>• careless driving or riding</li> <li>• changes in strategies</li> <li>• crossing another horse</li> <li>• crowding</li> <li>• gear usage</li> </ul> </li> </ul> |

## RANGE STATEMENT

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- hampering
- injury in running
- jostling
- lack of race fitness
- missing the start
- taking the running
- variety of tracks and track conditions.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common



## RGRSTD303A Assess racing gear suitability and safety

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to identify approved and non-approved gear and equipment used on racing animals. It requires the ability to check the comfort and safety of gear, identify greyhound or horse behaviour traits, apply common handling techniques and follow workplace OHS standards.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports racing industry personnel required to assess racing gear suitability and safety as part of their job role.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Ensure gear is racing compliant.

1. Approved racing gear and equipment are identified.
2. Non-approved racing gear and equipment are identified.
3. Non-approved or illegal gear is reported and removed.

Check fit and safety of racing gear.

4. Racing gear fit is checked to ensure ***comfort and safety*** to greyhound or horse.
5. Potential wear points on racing gear or equipment are inspected.
6. Stitching, bonding and attachment points are inspected

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                    |
|-------------------------------------|---------------------------------------------------------------------------------------------------------|
| Make emergency adjustments to gear. | for wear.                                                                                               |
|                                     | 7. Bandages and boots are inspected for suitable fit and secure closing.                                |
|                                     | 8. <b>Safe handling techniques</b> are employed to restrain greyhound or horse during gear adjustments. |
|                                     | 9. Gear is adjusted or replaced to ensure safe racing and handling.                                     |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to safe handling and work practices when dealing with greyhounds or horses
- communicating with stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to gear suitability and safety
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with animal welfare legislation
- following OHS and environmental work procedures
- identifying and correctly applying different items of approved gear
- making effective decisions and resolving routine problems within the bounds of own duties and responsibilities
- providing clear and concise reports on gear suitability and safety in verbal and written formats
- reading and interpreting workplace documentation, including rules of racing
- recognising non-approved, damaged or defective gear
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- approved gear
- communication procedures, including reporting lines within the workplace and

## REQUIRED SKILLS AND KNOWLEDGE

wider racing industry

- greyhound and horse handling and controlling techniques
- OHS and environmental legislative requirements
- organisational policies and procedures
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- range of behaviour traits exhibited by greyhounds and horses
- relevant rules of racing
- reporting requirements for irregularities and problems.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when assessing gear suitability and safety
- implementation of procedures and timely techniques for the safe, effective and efficient assessment of racing gear suitability and safety
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing operations relevant contexts, and include dealings with an appropriate range of situations using a variety of racing greyhounds or horses.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is

## EVIDENCE GUIDE

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to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of greyhounds, and harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to assess racing gear suitability and safety
- safe handling areas, such as racetracks, race meetings and related facilities
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace, and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess racing gear suitability and safety. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks and administration buildings.

***Approved racing gear and equipment*** may include:

- gear or equipment that is approved by regulatory racing body to be worn by greyhounds or horses during trials and races
- gear or equipment that is approved by regulatory racing body to be worn by drivers, riders or handlers, including:
  - boots
  - colours
  - gloves
  - goggles
  - helmets
  - vests
  - whips.

***Non-approved racing gear and equipment*** may include:

- gear or equipment that is considered by stewards to be unsafe, unsuitable or ineffective and which contravenes the rules of racing.

***Considerations of fit check for racing gear comfort and safety*** will include:

- frayed reins
- impaired action
- incorrectly adjusted blinkers and pacifiers
- loose shoes
- loose straps
- loose bandages
- reins with buckles
- rubbed hair or skin
- slipped saddles.

***Safe handling techniques*** will include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare

## RANGE STATEMENT

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- applying safe controlling and restraining techniques
- assessing greyhound or horse level of education and behaviour prior to handling
- considering variables that influence behaviour of greyhounds or horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- identifying good behaviour traits and bad behaviour traits and vices
- seeking assistance from other workers when required.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

# RGRSTD401A Perform duties of stipendiary steward at race meetings and trials

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to administer race meeting and trial operations and manage the job functions associated with checking eligibility of racing participants, including greyhounds and horses, checking equipment used in races, reading and controlling races, identifying participating animals and ensuring the security, safety and welfare of participants and animals.

The unit requires strong verbal and written communication and the knowledge and skills associated with supervising staff and race meeting or trial personnel, enforcing the rules of racing and safe operating procedures, providing information on races, hearing protests, conducting inquiries and updating reports, records and other relevant documentation.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

## Application of the Unit

### Application of the unit

This unit of competency supports a stipendiary or cadet steward to administer race meeting and trial operations and manage the associated job functions.

Competencies attained in this unit apply to the greyhound,



harness or thoroughbred code of the industry.  
Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

**ELEMENT**

**PERFORMANCE CRITERIA**

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race meetings and trials.           | <ol style="list-style-type: none"> <li>1. Information on <b>race form</b> is evaluated prior to race meeting or trial.</li> <li>2. Fields and race distances are confirmed.</li> <li>3. Club officials and track staff are liaised with on track conditions, race club facilities and racing procedures .</li> <li>4. <i>Duties are allocated to staff</i> at race meetings or trials.</li> <li>5. Control of restricted areas is confirmed.</li> <li>6. Track condition is inspected and assessed for <b>racing safety</b> .</li> <li>7. Track rating is declared.</li> </ol>                                                                                                              |
| Conduct race meetings.                          | <ol style="list-style-type: none"> <li>8. <b>Animal welfare issues</b> are referred to veterinarian or other specialist.</li> <li>9. Racing participant <b>OHS issues</b> are identified and resolved.</li> <li>10. Races are conducted within time available and according to racing protocols and procedures.</li> <li>11. Operations and incidents are managed within time available.</li> <li>12. Race day issues are referred for appropriate resolution.</li> <li>13. Race day incidents and emergencies are managed following racing protocols and safe operating procedures.</li> <li>14. Riders, drivers and others are assisted after <b>critical race incidents</b> .</li> </ol> |
| Hear protests.                                  | <ol style="list-style-type: none"> <li>15. Notice of protest is provided to racing participants.</li> <li>16. Persons involved are called to investigation.</li> <li>17. Protest is heard and evaluated.</li> <li>18. Protest decision is announced.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Reports and post-race activities are finalised. | <ol style="list-style-type: none"> <li>19. Swab samples are forwarded to laboratory.</li> <li>20. Steward reports are finalised.</li> <li>21. <b>Evidence</b> is secured for appeals or future reference.</li> <li>22. Race form records are updated.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required skills

- allocating duties to staff based on a range of operational requirements, staff experience, level of responsibility and complexity of job task
- adhering to safe handling and work practices when working around greyhounds or horses
- communicating with other stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to steward duties
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- computer skills, including:
  - data entry and retrieval
  - email and internet
  - spreadsheets
  - word processing
- enforcing the rules of racing
- identifying different items of industry-approved greyhound and horse race gear and assessing their condition in terms of safe use and need for repair
- identifying individual animals by industry signalment and documents
- identifying signs of ill health, injury or pain in racing animals
- managing race day incidents and emergencies
- monitoring and maintaining OHS and environmental work procedures
- providing clear and concise reports on race performance in verbal and written formats
- reading and controlling races
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- using initiative, discretion and judgements to solve racing issues and problems
- using video and DVD recording and re-play devices and other equipment and technology for racing operations duties
- working within the boundaries set by regulatory bodies, other regulations and the racing industry
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- avenues and procedures for personnel to access grief counselling

## REQUIRED SKILLS AND KNOWLEDGE

- communication procedures for communicating with other stewards and officials, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- greyhound or racehorse identification features
- hazards and potential hazards in the workplace and risk control procedures
- industry terminology related to steward duties, racing operations and wider racing industry
- OHS and environmental legislative responsibilities
- organisational policies and procedures
- principles of administrative law and natural justice when applied to racing investigations, protests, inquiries and appeals
- principles of effective communication
- procedures for hearing protests, conducting inquiries and gathering evidence
- procedures for operation and maintenance of required equipment and technology
- processes and methods used to read races
- purpose of gear and reasons for identifying and reporting problems with condition, fit and safety
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reasons racing animals may not perform as expected
- relevant rules of racing
- reporting requirements for irregularities and problems
- roles and activities of licensed and non-licensed racing industry personnel
- symptoms of and ways of checking for common signs of injury, ill health or distress in racing animals
- track ratings and conditions.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of

## EVIDENCE GUIDE

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this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing the duties of a stipendiary steward during race meetings and trials
- implementation of procedures and timely techniques for the safe, effective and efficient application of stipendiary steward trial and race day duties
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of race meeting and trial contexts, and include dealings with an appropriate range of situations.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to perform the race meeting and trial duties of a stipendiary steward
- race meetings and trials, and related facilities
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing

## EVIDENCE GUIDE

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### Guidance information for assessment

Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role, for example:

- RGRCMN401A Maintain and monitor OHS procedures and environmental work practices.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform the duties of a stipendiary steward at race meetings and trials. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks and administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

Methods used to evaluate ***race form*** may include:

- form guide
- software for speed map preparation and form interpretation
- stewards' reports
- video re-plays.

## RANGE STATEMENT

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***Club officials and track staff*** may include:

- clerk of course
- race club operations manager
- race club secretary
- race starter
- track maintenance manager
- track maintenance staff.

Liaising on ***track conditions, race club facilities and racing procedures*** will include:

- confirming starting equipment is operational
- confirming swabbing staff are in attendance and appropriate security for samples is provided
- conveying accurate information on track condition and rating to:
  - drivers
  - jockeys
  - owners
  - punters
  - trainers
- ensuring emergency and first aid equipment and facilities are available for humans and animals
- ensuring phone access is available for contacting TAB and media to advise of race results, late scratchings and protests.

***Duties allocated to staff*** at race meetings and trials will include:

- allocating stewards to observation positions around track
- arranging for swab samples to be sent to laboratory for analysis
- carrying out or supervising pre-race identification
- calling greyhounds or horses to parade or marshalling area
- calling greyhounds to stir-up area and to starting boxes
- calling horses to starting stalls
- calling jockeys to mount up
- checking starting positions of each race
- checking track conditions
- checking updated eligibility list against current suspension list
- conducting post-race protests
- inspecting bandages and other gear

## RANGE STATEMENT

**Racing safety** related to track condition may include:

- liaising with trainers, drivers and jockeys if there are problems with engaged drivers or riders
- participating in post-meeting inquiries or appeals
- selecting animals for pre-race swabbing and supervising the procedure
- sending field to the start.
- debris left on track
- moisture content
- rail position and condition
- turf, dirt or synthetic surface maintenance.

**Animal welfare issues** may include:

- epistaxis
- exhaustion
- injuries
- lameness
- overheating.

**OHS issues** identification and resolution may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- applying correct manual handling techniques, including:
  - carrying
  - shifting
  - lifting
- considering variables that influence behaviour of greyhounds or horses, such as:
  - fences and equipment
  - lure, wind and noise
  - other persons or animals
  - vehicles
- eliminating hazardous substances and materials
- ensuring accident and emergency equipment is available and in good working order, including:
  - fire safety equipment
  - first aid equipment for humans and animals



## RANGE STATEMENT

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- safety signage
- ensuring trial and race meeting specific health and safety procedures for the protection of others, including:
  - all gear used on greyhounds or horses is approved and of good quality
  - drivers or jockeys are in a fit state to compete
  - required equipment and vehicles are well maintained and in operational order, including:
    - barriers
    - lures
    - mobile start vehicles
    - starting boxes
    - tractors
  - personal protective equipment conforms to required standards
  - track is in a fit and proper state for safe and competitive racing
- following safe operating procedures
- identifying hazards and applying risk control measures
- reporting unsafe work practices
- understanding accident and injury procedures.
- advising persons involved or immediate witnesses of ways to access counselling
- identifying emergency or accident, and responding in accordance with race club procedures
- working within safe operating procedures.
- copies of betting sheets and fluctuations
- inquiry transcripts
- stewards' reports
- swab materials
- videos.

Assistance following **critical race incidents** may include:

**Evidence** may include:

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

## RGRSTD402A Perform stewards' non-race day duties

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to oversee and monitor trackwork and training operations and manage the job functions associated with checking the equipment used in trackwork and the eligibility of participants, including greyhounds and horses, and to conduct kennel or stable inspections. It requires strong verbal and written communication skills and the knowledge and skills associated with staff and animal welfare, animal treatment and medication, the security of kennels or stables, the conduct of licensed or registered personnel and updating reports, records and other relevant documentation.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

### Application of the Unit

#### Application of the unit

This unit of competency supports a stipendiary or cadet steward to manage the job functions associated with non-race day duties.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

**Prerequisite units**

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                              |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oversee training operations. | <ol style="list-style-type: none"><li>1. Trackwork and training operations are monitored.</li><li>2. <i>Staff welfare</i> is verified.</li><li>3. <i>Animal welfare</i> is verified.</li><li>4. Site security and safety are evaluated.</li></ol> |

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Carry out kennel or stable inspections.                       | 5. <i>Swab irregularities</i> are investigated.<br>6. Cleanliness and hygiene of kennel or stable are verified.<br>7. Health and wellbeing of staff are verified.<br>8. Medications, treatments and feed stuffs are checked for presence of <b><i>prohibited substances</i></b> .<br>9. Compliance of medication register with rules of racing and security is verified.<br>10. Kennel or stable inspection reports are completed and lodged.<br>11. Kennel or stable security is confirmed. |
| Conduct of industry participants is regulated and controlled. | 12. Lease agreements are confirmed.<br>13. Obligations of licensed and registered persons, owners, agents and others are explained.<br>14. Applications for license or registration are reviewed.<br>15. Assistance is provided to drivers, riders or others after <b><i>critical incidents</i></b> .<br>16. Assistance is <b><i>sought for personal recovery or debrief</i></b> after critical incident.                                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to safe handling and work practices when working around greyhounds or horses
- assessing industry requirements associated with trackwork and training operations, including safety, security, licensing or registration, and staff and animal welfare
- communicating with other stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to steward non-race day duties
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- enforcing the rules of racing
- identifying different items of industry-approved greyhound and horse race gear and assessing their condition in terms of safe use and need for repair

## REQUIRED SKILLS AND KNOWLEDGE

- identifying individual animals by industry signalment and documents
- identifying signs of ill health, injury or pain in racing animals
- managing trackwork incidents and emergencies
- monitoring and maintaining OHS and environmental work procedures
- providing clear and concise reports on trackwork and training in verbal and written formats
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- using initiative, discretion and judgements to solve racing issues and problems
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- avenues and procedures for personnel to access grief counselling
- communication procedures for communicating with other stewards and industry personnel, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- greyhound or racehorse identification features
- hazards and potential hazards in the workplace and risk control procedures
- industry terminology related to steward non-race day duties, racing operations and wider racing industry
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- purpose of gear and reasons for identifying and reporting problems with condition, fit and safety
- racing industry animal welfare requirements
- relevant rules of racing
- reporting requirements for irregularities and problems
- roles and activities of licensed and non-licensed racing industry personnel
- symptoms of and ways of checking for common signs of injury, ill health or distress in racing animals.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the

## EVIDENCE GUIDE

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when performing the non-race day duties of a stipendiary steward
- implementation of procedures and timely techniques for the safe, effective and efficient application of stipendiary steward non-race day duties
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing kennels or stables, trackwork and training contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- commercial kennel and stable establishments, racecourse trackwork and training activities, and related facilities
- materials and equipment relevant to assessing candidate's ability to perform the non-race day duties of a stipendiary steward
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required

## EVIDENCE GUIDE

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <p>knowledge</p> <ul style="list-style-type: none"> <li>observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.</li> </ul> <p>Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.</p> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p> |
| <p><b>Guidance information for assessment</b></p> | <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p>                                                                                                                                                                                                                                                                         |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to perform steward's non-race day duties. Workplaces include greyhound kennels, harness and thoroughbred stables, racecourses, training tracks, administration buildings and public areas.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.



## RANGE STATEMENT

**Trackwork and training operations monitoring** may include:

- currency of kennelhand or stablehand, driver or rider registrations and trainer licenses
- greyhound or horse welfare
- personal protective equipment
- security and industry compliance
- staff welfare
- suitability and safety of gear and saddlery
- track conditions.

**Staff welfare** may include:

- effective supervision is provided at all times
- hazard identification, risk assessment and control measures are in place
- required safety equipment is maintained, including:
  - personal protective
  - first aid equipment
- stable evacuation procedure is clearly established and signed
- staff accommodation is clean, well maintained and affords privacy for male and female staff, such as apprentice jockeys
- staff are adequately trained in tasks carried out, including induction training.

**Animal welfare** may include:

- animals are exercised in a manner deemed proper and appropriate to the fitness of the greyhound or horse
- animals are maintained appropriately for the conditions, such as:
  - housed
  - rugged
- animals do not display obvious signs of ill health or distress
- boxes, kennels, runs and yards are clean and free of hazards
- clean and dust free bedding is evident
- feed and water containers are clean and free of sharp edges
- safe and industry-recognised gear and saddlery are used on animals.

**Site security and safety** may be evaluated by:

- ensuring availability of avenues for staff to address harassment, bullying and discrimination
- checking available site security and safety

## RANGE STATEMENT

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <p>measures, including:</p> <ul style="list-style-type: none"> <li>• visual deterrents, such as surveillance and signage are in place</li> <li>• designated first aid officer is on staff</li> <li>• employees are trained to deal with emergency and unexpected events</li> <li>• fire equipment is current and not obstructed</li> <li>• first aid kit is well maintained</li> <li>• emergency phone numbers are clearly displayed</li> <li>• evacuation procedures are clearly displayed, known and practised by staff</li> <li>• reviewing available security measures for staff working on their own or those working in hours of darkness</li> <li>• reviewing kennel or stable inspection checklists.</li> </ul> |
| <b>Swab irregularities investigation</b> may include: | <ul style="list-style-type: none"> <li>• analysing options available to stewards and discussing follow-up action as required</li> <li>• determining the penalty or punishment in regard to the rules of racing</li> <li>• identifying relevant parties and communicating information appropriately</li> <li>• interpreting documented results</li> <li>• preparing reports in required format, and checking and filing documentation.</li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Prohibited substances</b> may include:             | <ul style="list-style-type: none"> <li>• substances listed in Australian and local rules of racing for the relevant racing code, which may include: <ul style="list-style-type: none"> <li>• stimulants</li> <li>• sedatives, hormones and substances capable at any time of acting on one or more of the following mammalian body systems: <ul style="list-style-type: none"> <li>• alimentary digestive system</li> <li>• cardiovascular system</li> <li>• central and peripheral nervous system</li> <li>• endocrine system</li> <li>• respiratory system</li> <li>• musculoskeletal system</li> <li>• urogenital system.</li> </ul> </li> </ul> </li> </ul>                                                         |
| <b>Industry participants</b> may                      | <ul style="list-style-type: none"> <li>• agents and others</li> <li>• licensed and registered persons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## RANGE STATEMENT

include:

- officials
- owners.
- Australian and local rules of racing related to:
  - conduct and behaviour, including:
    - race day procedures
    - staff and animal welfare
    - use of prohibited substances
  - nominations and acceptances
  - registration of greyhounds or horses
  - syndications
- state and federal legislation and regulations related to:
  - animal welfare
  - anti-discrimination
  - equal employment opportunities
  - industrial awards
  - OHS
  - sexual harassment.

***Obligations of licensed and registered persons, owners, agents and others*** may include:

***Assistance following critical incidents*** may include:

- advising persons involved or immediate witnesses of ways to access counselling
- identifying emergencies or accidents, and responding in accordance with race club procedures
- working within safe operating procedures.

***Assistance sought for personal recovery or debrief after critical incident*** may include:

- accessing organisation counselling and debriefing avenues.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

Functional Area      Racing common

# RGRSTD403A Apply principles of administrative law to investigation and resolution of racing incidents

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to ensure principles of administrative law are applied in the investigation and resolution of incidents in racing. It requires knowledge of the rules of racing, the concept of natural justice, and the application of correct documentation procedures. Verbal and non-verbal communication skills, including conflict resolution, assertiveness and interviewing techniques, are required.

This unit has been contextualised and is based on TAFE NSW 0639F Principles of Administrative Law.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

## Application of the Unit

### Application of the unit

This unit of competency supports stipendiary or cadet stewards and others authorised to conduct and resolve racing incident investigations.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for

this unit will reflect this distinction.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

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Apply the principles of administrative law.

1. ***Natural justice*** is applied to the investigation and resolution of racing incidents.
2. ***Racing protocols and procedures*** are followed during

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | the investigation and resolution of incidents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Use effective interview techniques. | <p>3. Documentation of investigations and interviews is prepared in compliance with the rules of racing and administrative law principles.</p> <p>4. Appropriate <b>non-verbal communication</b> skills are employed.</p> <p>5. Communication and recording aids are used.</p> <p>6. Techniques for <b>dealing with difficult people</b> are applied.</p> <p>7. Conflict resolution strategies are employed.</p> <p>8. Assertiveness skills are used.</p> <p>9. <b>Questioning techniques</b> employed are effective and in accordance with administrative law principles.</p> <p>10. Interviews and inquiries are conducted with due consideration for organisational protocols and time constraints.</p> |
| Conduct inquiries.                  | <p>11. Rights and responsibilities are relayed to participants.</p> <p>12. <b>Assertiveness skills</b> are employed during inquiries.</p> <p>13. Participant's need for assistance is identified and provided.</p> <p>14. Decisions made are based on <b>evidence</b> provided and the rules of racing.</p>                                                                                                                                                                                                                                                                                                                                                                                                |
| Determine appropriate penalties.    | <p>15. Rules of racing are reviewed in relation to incident.</p> <p>16. Penalties appropriate to the incident are considered.</p> <p>17. Previous history of participant is considered when deciding penalty.</p> <p>18. Decision is announced.</p> <p>19. Participant's right to appeal is explained.</p>                                                                                                                                                                                                                                                                                                                                                                                                 |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with other stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to racing incident investigations

## REQUIRED SKILLS AND KNOWLEDGE

- completing duties in accordance with safe operating procedures and nominated time frame
- completing clear and concise stewards' reports
- complying with organisational policies and procedures and the rules of racing
- conducting inquiries and arriving at satisfactory conclusions
- gathering relevant evidence to racing incidents covered by the rules of racing
- hearing and adjudicating race protests
- managing conflicts and difficult situations
- performing the duties of a steward with due consideration to the individual differences and needs of licensed persons
- preparing and presenting evidence for appeals
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures for communicating with other stewards and industry personnel, including reporting lines within the workplace and wider racing industry
- detailed understanding of applicable federal, state or territory legislation and regulations relating to anti-discrimination and harassment
- ethical conduct standards of relevant racing principal authority
- industry terminology related to steward duties, racing operations and wider racing industry
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of administrative law
- principles of effective communication
- purpose of racing operations documentation
- racing industry animal welfare requirements
- rules of racing
- reporting requirements for irregularities and problems
- rules relating to licensed personnel, permit holders and others authorised to undertake work associated with the greyhound, harness and thoroughbred codes
- rules relating to conduct of inquiries, hearings, protests and appeals
- state and territory Acts governing the specific racing code of the industry.



## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions applicable to applying the principles of administrative law to racing incident investigations and resolution
- demonstration of ability to employ a range of communication strategies to elicit facts and information and to defuse potentially difficult situations, while applying the principles of natural justice and procedural fairness and complying with equity principles
- implementation of procedures and timely techniques for the safe, effective and efficient application of administrative law principles to investigations and resolution of racing incidents
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing industry administration and operations contexts, and include dealings with an appropriate range of situations.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to apply the principles of administrative law to investigation and resolution of

## EVIDENCE GUIDE

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|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>racing incidents</p> <ul style="list-style-type: none"><li>• racing administration buildings, race meetings and related facilities</li><li>• work instructions and related documentation.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Method of assessment</b>                | <p>Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.</p> <p>The suggested strategies for the assessment of this unit are:</p> <ul style="list-style-type: none"><li>• written and/or oral assessment of candidate's required knowledge</li><li>• observed, documented and firsthand testimonial evidence of candidate's application of practical tasks</li><li>• case studies to assess candidate's ability to provide written and/or oral responses to various scenarios.</li></ul> <p>Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.</p> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p> |
| <b>Guidance information for assessment</b> | <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

## RANGE STATEMENT

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The range statement provides details of how this competency can be used in the workplaces of the racing industry to apply the principles of administrative law to investigation and resolution of racing incidents. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks and administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

**Natural justice**, also known as procedural fairness, is applied to:

- conduct of inquiries, hearings, protests and appeals
- dealings with licensed persons, including:
  - drug testing procedures
  - inspections
  - licensing matters.

**Racing protocols and procedures** include:

- legal parameters within the rules of racing and the stewards' rights and obligations under these rules when conducting an investigation and resolution of an incident.

**Non-verbal communication** may include:

- body posture
- eye contact
- distance or physical contact
- facial expression
- timing.

**Communication and recording aids** may include:

- microphone
- note taking
- recorder
- scribe
- two-way radio.

Techniques for **dealing with difficult people** may include:

- analysing the situation from the interviewee's point of view
- avoiding using manipulation or displays of temper
- creating a clear picture of the overall situation
- defining the parameters or constraints of the inquiry and solution
- explaining decisions
- identifying strengths and weaknesses of the

## RANGE STATEMENT

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|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | <ul style="list-style-type: none"><li>case</li><li>judging issues at hand and not individuals</li><li>keeping calm and controlling level and pitch of voice</li><li>recognising the existence of difficulty</li><li>restraining from retaliating to interviewee's manipulation or displays of temper</li><li>stating the issues.</li></ul>                                                                                                                                                                             |
| <b>Questioning techniques</b> may include:                       | <ul style="list-style-type: none"><li>identifying and acknowledging individual differences</li><li>identifying own issues that might impact on effective interviewing, including:<ul style="list-style-type: none"><li>job role limitations</li><li>personal interaction styles</li><li>personal values</li></ul></li><li>identifying legislation and organisational policies, procedures and protocols that impact on effective interviewing, including natural justice</li><li>using open-ended questions.</li></ul> |
| <b>Assertiveness skills</b> may include:                         | <ul style="list-style-type: none"><li>acknowledging rights of self and others</li><li>confronting tactfully</li><li>displaying self-confidence</li><li>giving others an opportunity to state their case</li><li>keeping control of emotions</li><li>keeping control of tone, level and pitch of voice</li><li>maintaining authority without resorting to emotional blackmail or violence</li><li>valuing others.</li></ul>                                                                                             |
| <b>Participant's need for assistance</b> may be required due to: | <ul style="list-style-type: none"><li>age</li><li>culture</li><li>gender</li><li>lack of racing industry experience</li><li>lack of reading or writing skills</li><li>non-English speaking background</li><li>physical or intellectual disability.</li></ul>                                                                                                                                                                                                                                                           |
| <b>Evidence</b> may include:                                     | <ul style="list-style-type: none"><li>copy of betting sheets and fluctuations</li><li>inquiry transcripts</li><li>stewards' reports</li><li>swab materials</li></ul>                                                                                                                                                                                                                                                                                                                                                   |

## RANGE STATEMENT

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Explanations of *participant's right to appeal* may cover:

- videos.
- how to obtain relevant documentation
- permitted time frame
- steps involved in appealing a decision
- types of decisions that are eligible for appeal.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

# RGRSTD404A Prepare for racing industry appeals

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to prepare for racing industry appeals. It requires an ability to research and gather information, and prepare evidence and associated documentation. It also requires the ability to effectively communicate with appeal panel members, lawyers, licensed personnel and racing officials.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

## Application of the Unit

### Application of the unit

This unit of competency supports the stipendiary steward in preparing for and representing stewards at appeal hearings.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Organise documents and evidence.

1. ***Appeals process*** is researched and applied.
2. Other appeals are observed to improve understanding of appeals process.
3. Reports and transcripts from inquiries are prepared.
4. ***Evidence*** is prepared for appeals.
5. Additional information, witnesses and evidence are prepared for appeal.

Effective communication

6. Information is presented in a succinct and logical

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                             |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| skills are used when preparing for appeals. | manner.<br>7. <b><i>Effective listening and speaking skills</i></b> are employed when presenting appeal information.<br>8. Interaction with appeal lawyers is managed using <b><i>assertiveness skills</i></b> . |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with appeal panel members, other stewards, racing officials, licensed and registered personnel and others using assertiveness and communication techniques to gather, interpret and relay information related to preparing for racing industry appeals
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures and the rules of racing
- gathering relevant evidence to racing incidents covered by the rules of racing
- preparing and presenting evidence for appeals in a succinct and logical manner
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- researching documents
- teamwork skills to ensure completion of job tasks
- using various modes of technology, including video records, tape and other audiovisual aids
- written communication skills to complete workplace documentation and reports.

#### Required knowledge

- applicable federal, state or territory legislation and regulations relating to anti-discrimination and harassment
- communication procedures for communicating with other stewards and industry personnel, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- evidence-gathering procedures
- industry terminology related to steward duties, racing operations and wider racing industry



## REQUIRED SKILLS AND KNOWLEDGE

- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of administrative law
- principles of effective communication
- racing industry animal welfare requirements
- rules of racing relevant to appeal subject matter.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when preparing for racing appeals
- demonstration of ability to research and gather information, and prepare evidence, employing a range of appropriate communication strategies
- implementation of procedures and timely techniques for the safe, effective and efficient preparation of racing appeals
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing industry administration and operations contexts, and include dealings with an appropriate range of situations.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or

## EVIDENCE GUIDE

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Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to prepare evidence at racing appeals, including:
  - supervised access to inquiry, protest and appeals documents at supervisor's discretion
- racing administration buildings and related appeals facilities
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- case studies to assess candidate's ability to provide written and/or oral responses to various scenarios.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

---

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to prepare for appeals. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks and administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

***Appeals process*** includes:

- appeal decision
- application for stay of proceedings
- avenue of appeal for aggrieved person at first or second level, dependant on racing code procedures
- level of fine or suspension duration
- lodgement of fees
- notice of appeal
- subject matter of appeals and associated rules of racing
- time frame of appeal related to statutory requirement.

***Evidence*** may include:

- copy of betting sheets and fluctuations
- inquiry transcripts
- models
- stewards' reports
- swab materials
- videos.

***Effective listening and speaking skills*** may include:

- being clear and precise
- clarifying what a question is about prior to responding
- presenting information in logical order
- speaking clearly

## RANGE STATEMENT

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**Assertiveness skills** may include:

- using language that is not patronising but at a level suitable for interviewee
- using body language and voice that is assertive but not aggressive
- using non-discriminatory language
- verifying what has been said or done and why.
- acknowledging rights of self and others
- confronting tactfully
- displaying self-confidence
- giving others an opportunity to state their case
- keeping control of emotions
- keeping control of tone, level and pitch of voice
- maintaining authority without resorting to emotional blackmail or violence
- valuing others.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common



# RGRSTD405A Conduct steward supervision of sample collection procedures

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to provide stewards and other authorised racing officials with the skills and required knowledge to oversee the process of sample collection from racing industry personnel, greyhounds and harness or thoroughbred racing horses.

The unit includes processes related to the preparation for testing, authorisation and implementation of testing, and initiation of evidence-gathering activities. It requires compliance with laboratory protocols and procedures as well as the rules of racing, OHS standards and safe operating procedures to maintain the integrity of the samples.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

## Application of the Unit

### Application of the unit

This unit of competency supports the stipendiary steward and other racing industry personnel authorised to oversee the collection of samples from racing personnel and racing animals.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

**ELEMENT**

**PERFORMANCE CRITERIA**

| ELEMENT                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inspect collection area.                              | <ol style="list-style-type: none"> <li>1. Sampling area is assessed for <b><i>cleanliness, safety and security</i></b> .</li> <li>2. Sampling area is assessed as suitable for human and <b><i>animal comfort</i></b> during collection process.</li> <li>3. Alternative area that complies with requirements for collection is identified if required.</li> <li>4. Monitors are checked for operation and accuracy of view, if provided.</li> </ol>                                                                                                                                                                                                                                        |
| Ensure sample collection is compliant with protocols. | <ol style="list-style-type: none"> <li>5. <b><i>Sample collection kits</i></b> are counted and checked against laboratory distribution list.</li> <li>6. Swab attendant's planned actions are reviewed for compliance with <b><i>collection procedures</i></b> and <b><i>protocols</i></b> for nominated laboratory or laboratories.</li> <li>7. <b><i>OHS and safe operating procedures</i></b> are reviewed with swab attendant.</li> <li>8. Procedures for dealing with collection incidents and non-compliance are reviewed with swab attendant.</li> <li>9. Procedures for storing samples and security of sample area are reviewed with swab attendant and security staff.</li> </ol> |
| Ensure samples are returned to laboratory.            | <ol style="list-style-type: none"> <li>10. Sample kits are counted and checked against laboratory distribution list.</li> <li>11. Sampling area is checked for mislaid documentation or sample kit items.</li> <li>12. Samples are stored to avoid deterioration prior to return to laboratory.</li> <li>13. Incidents that occurred during collection process are recorded in stewards' report.</li> <li>14. Samples are forwarded to laboratory according to racing protocols and procedures.</li> </ol>                                                                                                                                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when dealing with people, greyhounds and horses, including safe handling and lifting techniques



## REQUIRED SKILLS AND KNOWLEDGE

- communicating with swabbing officers, doctors, veterinarians, other stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to sample collection procedures
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with laboratory protocols and procedures, and OHS and animal welfare regulations to ensure the integrity of samples
- complying with organisational policies and procedures and the rules of racing
- demonstrating aptitude to use initiative and problem-solving abilities to collect samples from difficult people and animals
- directing industry personnel to correctly and safely participate in sample collection processes
- ensuring provision of same gender when directing racing personnel to make themselves available for sample collection
- demonstrating common greyhound or horse handling skills
- identifying and reporting swabbing irregularities
- identifying animals by colour, brand, sex, and leg and face markings
- judging situations and taking appropriate action to prevent problems arising or to overcome problems before they develop further
- maintaining racing code requirements for confidentiality
- practical experience in dealing with difficult people
- reading and interpreting workplace documentation and rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding quickly to requests from other stewards or racing officials
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within the race meeting environment and wider racing industry
- ethical conduct standards of relevant racing principal authority
- greyhound or horse behaviour and communication traits
- industry terminology related to race meeting and swabbing procedures
- hazard identification and risk management
- protocols and procedures for communicating with licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reporting requirements for irregularities and problems, including difficulties in obtaining samples

## REQUIRED SKILLS AND KNOWLEDGE

- sample collection standard operating procedures
- signs of animal health, ill health, injury and diseases
- swabbing protocols and associated rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when overseeing sample collection
- implementation of procedures and timely techniques for the safe, effective and efficient overseeing of sample collection
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing industry operations contexts and include dealings with an appropriate range of situations.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of greyhounds and harness or thoroughbred horses

## EVIDENCE GUIDE

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### Method of assessment

- materials and equipment relevant to assessing candidate's ability to oversee sample collection
- race meetings and related facilities, including swabbing
- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- case studies to assess the candidate's skills and knowledge of the overall swabbing procedure to ensure continuity and security of evidence.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

## RANGE STATEMENT

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The range statement provides details of how this competency can be used in the workplaces of the racing industry to conduct steward overseeing of sample collection procedures. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks and administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

- Cleanliness, safety and security*** of the sampling area will include:
- animal manure or faeces removed promptly
  - area must be able to be:
    - locked
    - monitored at all times
  - provision of hand washing amenities and disposable gloves
  - refrigerator in working order for proper storage of samples
  - sampling area design allows safe movement of animals and personnel
  - working surfaces are dust free.
- Considerations for ***animal comfort*** will include:
- air flow
  - clean animal bedding
  - dust free environment, including animal bedding
  - light
  - size of enclosure to allow animal to move around comfortably
  - temperature
  - quiet area to minimise distractions and encourage provision of samples.
- Sample collection kits*** may include:
- blood collection bottles
  - collection bottle seals and labels
  - disposable gloves
  - laboratory cards
  - needles
  - rinse containers
  - sharps containers

## RANGE STATEMENT

**Collection procedures** may include:

- urine collection bottles.
- escorting animal and handler to swab area
- following chain of evidence protocols
- preparing swab kit and swab area
- recording details
- securing swabs and swab area
- sending samples to laboratory for analysis.

**Collection protocols** will include:

- conditions under which the sample is gathered, including:
  - identification of humans or animals to be tested
  - duration of sample custody
  - security conditions and manner in which sample is transferred to subsequent custodians
- documents or paper trails showing collection, custody, control, transfer and analysis of physical (evidence) sample
- each transaction completely documented chronologically
- identifiable person always to have physical evidence, from swab staff to detective or steward
- jurisprudence concept applying to handling of sample and its integrity.

**OHS and safe operating procedures** will include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of greyhounds or horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- contributing to development of risk control measures
- following safe work practices, including:

## RANGE STATEMENT

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- use of restraints
- handling animals in enclosed spaces
- following accident and injury procedures
- identifying and reporting unsafe work practices
- identifying emergency situations
- monitoring animal behaviour
- using approved and well-maintained gear and equipment
- wearing approved personal protective equipment.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

## RGRSTD406A Assess greyhound or horse handling skills

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to assess the greyhound or horse handling skills of license or registration applicants. It requires the ability to identify safe animal handling practices in a range of situations, including races or trials and to communicate verbally and in writing to provide appropriate feedback to applicants. The unit also requires knowledge of industry-approved gear, personal protective equipment and safe operating procedures.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

### Application of the Unit

#### Application of the unit

This unit of competency supports stipendiary stewards or other nominated racing officials authorised to assess the greyhound or horse handling skills of license or registration applicants.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while

also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                        |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Review greyhound or horse handling skills required for nominated | <ol style="list-style-type: none"><li>1. <b><i>Greyhound or horse handling skills</i></b> for nominated job functions are summarised.</li><li>2. <b><i>Racing safe operating procedures</i></b> for nominated job</li></ol> |



| ELEMENT                                                                                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| job functions.                                                                                               | functions or roles are compared to general handling skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Observe greyhound or horse handling skills.                                                                  | <ol style="list-style-type: none"> <li>OHS regulations are reviewed in relation to greyhound and horse handling requirements .</li> <li>Name and use of <b>approved racing gear</b> relevant to nominated job function is reviewed.</li> <li><b>Fit and adjustment</b> by applicant of approved and relevant racing gear is evaluated by assessor.</li> <li>Handling of greyhound or horse using racing approved practices is evaluated by assessor.</li> </ol>                                                                                                                                               |
| Determine if greyhound or horse handling skills are appropriate for nominated job function (where relevant). | <ol style="list-style-type: none"> <li><b>Performance during handling skills tests</b> is assessed using objective measurements that are consistent with racing authority standards and safe operating procedures.</li> <li>Outcome of handling and gear fitting evaluation is recorded.</li> <li>Applicant is advised of outcome of practical assessment evaluation.</li> <li><b>Recommended remedial action</b> is suggested where skills do not meet racing authority requirements.</li> <li>Reasons for decision on license or registration application endorsement or rejection are recorded.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when approaching and moving around greyhounds or horses
- assessing license or registration applicant's ability to:
  - adhere to safe work practices
  - demonstrate application of safe animal handling and controlling methods
  - identify and apply nominated gear correctly
  - work with animals in confined spaces
- communicating with other stewards, racing officials, license and registration applicants and others using assertive communication techniques to gather, interpret and relay information related to assessing greyhound or horse handling skills

## REQUIRED SKILLS AND KNOWLEDGE

- completing duties in accordance with safe operating procedures and nominated time frame
- complying with OHS, environmental and animal welfare legislation
- complying with organisational policies and procedures and the rules of racing
- judging situations and taking appropriate action to prevent problems arising or to overcome problems before they develop further
- reading and interpreting workplace documentation and rules of racing
- recognising damaged or defective gear
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding quickly to requests from other stewards or racing officials
- using appropriate language and interpersonal techniques
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- applicable federal, state or territory legislation and regulations relating to anti-discrimination and harassment
- approved gear
- common safe greyhound or horse handling and controlling techniques
- communication procedures for communicating with other stewards and industry personnel, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- greyhound or horse behaviour and communication traits
- hazard identification and risk management
- industry terminology related to animal handling, racing operations and wider racing industry
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- reporting requirements for irregularities and problems
- signs of animal health, ill health, injury and diseases.

## Evidence Guide

### EVIDENCE GUIDE

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## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when assessing greyhound or horse handling skills of license or registration applicants
- implementation of procedures and timely techniques for the safe, effective and efficient assessment of greyhound or horse handling skills
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing industry operations contexts, and include dealings with an appropriate range of situations and a variety of racing animals at different stages of preparation.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of greyhounds and harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to assess greyhound or horse handling skills of license or registration applicants
- safe handling areas, such as kennels or stables, and training and racetracks
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed

## EVIDENCE GUIDE

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Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess greyhound or horse handling skills of license or registration applicants. Workplaces include greyhound kennels, harness and thoroughbred stables, racecourses, training tracks and administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is

## RANGE STATEMENT

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delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

***Greyhound or horse handling skills*** may include:

- considering working environment where greyhounds or horses may be caught and controlled in kennels, stables, yards, tracks, public places, racecourses, paddocks and on beaches
- considering variables that influence behaviour of greyhounds or horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- ensuring handler is next to other handler when leading or passing horses in the opposite direction (person to person)
- ensuring only one horse per handler
- ensuring reflective vest is worn by handler and reflective tape affixed to horse's gear when walking in the dark
- maintaining two horse lengths between horses
- using anti-rearing bit, or bridle headpiece with bit, with double clip lead when horses are lead at racecourses, training tracks and in public place
- using muzzles and leads on greyhounds
- using personal protective equipment
- using well-maintained and safe gear
- walking in single file when leading greyhounds or horses.
- observing applicant's handling skills and testing knowledge of impact of environmental changes on the racing animal, including:
  - animal location, for example:
    - kennels, stables or stalls
    - marshalling area or enclosure
    - stirrup area
  - crowds

***Racing safe operating procedures compared to general handling skills*** may include:

## RANGE STATEMENT

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- enclosed spaces, including:
  - barriers or boxes
  - inclement weather conditions, such as:
    - extreme heat
    - wind
  - loud noises
  - other greyhounds or horses
  - pre or post-race activity and biochemical changes
  - signs of distress, excitement or nervousness in greyhounds or horses, such as:
    - agitation and sweating up
    - charging forward
    - kicking
    - pulling back or sideways
    - rearing
    - reluctance to move forward
    - turning in circles.
- OHS regulations related to animal handling requirements*** will include:
- employers and self-employed:
    - completing risk assessments
    - conforming to rules of racing
    - ensuring all employees follow safe operating procedures
    - ensuring workplace is a safe and healthy place in which to work
    - ensuring personal protective equipment is worn, including:
      - approved helmets
      - approved vests
      - boots
      - gloves
    - keeping health and safety records of all incidents and near misses
    - providing training, supervision and information that help people handle animals safely
  - employees:
    - working safely to ensure self, other people and greyhounds or horses are protected
    - conforming to kennel or stable rules and

## RANGE STATEMENT

|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | <p>regulations, including safe operating procedures</p> <ul style="list-style-type: none"> <li>• reporting any unsafe practices and equipment, including handling gear</li> <li>• wearing and maintaining personal protective equipment.</li> </ul>                                                                                                                                                                                                                                                          |
| <b><i>Greyhound and horse handling requirements</i></b> will include: | <ul style="list-style-type: none"> <li>• approaching greyhound or horse from near side front</li> <li>• avoiding sudden movement</li> <li>• assuming control of greyhound or horse</li> <li>• leading greyhound or horse person to person</li> <li>• maintaining at least two lengths between greyhounds or horses being led</li> <li>• speaking calmly to greyhound or horse.</li> </ul>                                                                                                                    |
| <b><i>Approved racing gear</i></b> may include:                       | <ul style="list-style-type: none"> <li>• bandages</li> <li>• bits</li> <li>• blinkers</li> <li>• boots</li> <li>• bridles</li> <li>• breastplates</li> <li>• collars</li> <li>• cross over nosebands</li> <li>• girths</li> <li>• hobbles</li> <li>• hobbles</li> <li>• leads</li> <li>• muzzles</li> <li>• overchecks</li> <li>• pacifiers</li> <li>• reins</li> <li>• rings</li> <li>• saddles</li> <li>• shadow roll</li> <li>• stirrup leathers</li> <li>• surcingles</li> <li>• tongue ties.</li> </ul> |
| <b><i>Assessment of gear for fit and adjustment</i></b> may include:  | <ul style="list-style-type: none"> <li>• assessing comfort of the animal</li> <li>• being aware of animal behaviour</li> <li>• checking durability of gear</li> <li>• following rules related to gear application</li> </ul>                                                                                                                                                                                                                                                                                 |

## RANGE STATEMENT

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***Performance during handling skills test*** assessments may include:

- moving safely around the animal
- using approved gear.
- developing checklists and using safe operating procedures to assess tasks, including:
  - catching animals
  - fitting a range of approved gear relevant to code and task
  - identifying and responding to behaviour in animals
  - leading and controlling animals.

***Recommended remedial action*** may include:

- attending recognised training programs
- extending period of time as registered person before applying for license
- working with or under other trainers for additional guidance or mentoring.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common



# RGRSTD407A Assess driving or riding skills of license or registration applicants

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to identify safe horse driving or riding practices and to judge pace and driving or riding techniques in a range of situations, including races or trials.

The unit requires knowledge of track and safety procedures, use and application of industry-approved gear, and the ability to assess high-level driving or riding skills, including skills and pace required for trackwork, trials and race driving or riding. The unit also requires the ability to communicate verbally and in writing to provide appropriate feedback to applicants.

This unit of competency operates in workplace environments of racing administration, stables, racecourses and public areas.

Harness and thoroughbred racing are strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

## Application of the Unit

### Application of the unit

This unit of competency supports stewards or other nominated racing officials authorised to assess the driving or riding skills of license or registration applicants.

Competencies attained in this unit apply to the harness or thoroughbred code of the industry. Consequently when performance criteria are applied they will relate to the harness code or the thoroughbred code, and statements of

attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Review license

1. Driving or riding skills required for nominated class of

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| registration requirements.                             | <p>license or registration are determined.</p> <p>2. <b>Safe operating procedures</b> in the control of horses in harness or under saddle are complied with.</p> <p>3. OHS and animal welfare regulations and industry guidelines are complied with in the driving or riding of horses.</p>                                                                                                                                                                                                                                                                                                                                                                      |
| Observe horse handling skills.                         | <p>4. Driver or rider is monitored while performing pre-drive or ride gear check and post-work cool down.</p> <p>5. Driver or rider is assessed for ability to <b>maintain control of the horse during trackwork, trials and racing</b> as required by applicant category.</p> <p>6. Driver or rider is assessed for <b>ability to start a race or trial without hindering</b> their horse's progress.</p> <p>7. Driver or rider is assessed for ability to maintain nominated speed and position during trackwork.</p> <p>8. Driver or rider is assessed for ability to make decisions that will improve their horse's position without endangering others.</p> |
| Determine license or registration application outcome. | <p>9. Performance during driving or riding skills tests is assessed <b>using objective measurements</b> that are consistent with racing authority standards and safe operating procedures.</p> <p>10. Outcome of driving or riding evaluation is recorded.</p> <p>11. Applicant is advised of outcome of practical assessment evaluation.</p> <p>12. <b>Recommended remedial action</b> is suggested where skills do not meet racing authority requirements.</p> <p>13. Reasons for decision on license or registration application endorsement or rejection are recorded.</p>                                                                                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe work practices when approaching and moving around horses
- assessing license or registration applicant's ability to:

## REQUIRED SKILLS AND KNOWLEDGE

- adhere to safe work practices
- demonstrate application of safe animal handling and controlling methods
- demonstrate application of safe driving or riding techniques at nominated pace
- identify and apply nominated gear correctly
- work with animals in confined spaces
- communicating with other stewards, racing officials, license and registration applicants and others using assertive communication techniques to gather, interpret and relay information related to assessing driving or riding skills
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with OHS, environmental and animal welfare legislation
- complying with organisational policies and procedures and the rules of racing
- judging pace
- judging situations and taking appropriate action to prevent problems arising or to overcome problems before they develop further
- reading and interpreting workplace documentation and rules of racing
- recognising damaged or defective gear
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using appropriate language and interpersonal techniques
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- approved gear
- common safe horse handling and controlling techniques
- communication procedures for communicating with other stewards and industry personnel, including reporting lines within the workplace and wider racing industry
- ethical conduct standards of relevant racing principal authority
- horse behaviour and communication traits
- hazard identification and risk management
- industry terminology related to animal handling, driving and riding, racing operations and wider racing industry
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reasonable understanding of applicable federal, state or territory legislation and regulations relating to anti-discrimination and harassment
- reporting requirements for irregularities and problems
- rules of racing relevant to driving and riding

## REQUIRED SKILLS AND KNOWLEDGE

- signs of horse health, ill health, injury and diseases.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when assessing driving or riding skills of license or registration applicants
- implementation of procedures and timely techniques for the safe, effective and efficient assessment of driving or riding skills
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of racing industry operations contexts, and include dealings with an appropriate range of situations and a variety of racing horses at different stages of preparation.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to assess license or registration

## EVIDENCE GUIDE

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### Method of assessment

applicants' driving or riding skills

- safe handling areas, such as stables, training and racetracks
- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to assess driving or riding skills of license or

## RANGE STATEMENT

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registration applicants. Workplaces include harness and thoroughbred stables, racecourses, training tracks and administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

***Driving or riding skills for nominated class of license or registration*** are determined by:

- reviewing existing class of license or registration status
- using industry-approved assessment documents.

***Safe operating procedures for the control of horses in harness or under saddle*** will include:

- cooling horses down after driving or riding
- fitting a range of gear relevant to the code while ensuring adherence to the following:
  - awareness of animal behaviour
  - checking durability of gear, for example frayed reins
  - comfort of the animal
  - rules related to gear application, for example bandages stitched or taped
  - safely moving around the animal
  - using approved gear
- identifying and responding to behaviour and activity in horses in harness or under saddle, including:
  - animal location, for example:
    - stables or stalls
    - enclosure
  - crowds
  - enclosed spaces, including barriers
  - inclement weather conditions, such as:
    - extreme heat
    - wind
  - loud noises
  - other horses
  - pre or post-race or trial activity
  - signs of distress, excitement or nervousness

## RANGE STATEMENT

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***OHS and animal welfare regulations and industry guidelines*** may include:

- in horses, such as:
    - agitation and sweating up
    - charging forward
    - kicking
    - pulling back or sideways
    - rearing
    - reluctance to move forward
    - turning in circles
- leading and controlling horses
- moving around and working with other horses
- preparing horses for driving or riding.
- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue, including track rules covering:
  - crossing a track
  - entering and coming off
  - direction
  - position of pull up
  - position on track when doing slow work or fast work
  - safety of fellow drivers or riders
  - where horses may be driven or ridden, such as:
    - bull rings
    - trails
    - various tracks
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- ensuring horses are worked or trained only within the scope of their current training program



## RANGE STATEMENT

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- following industry safety inspection checklists and safe operating procedures
- identifying dangerous driving or riding situations, for example:
  - bad weather
  - faulty equipment
  - loose horses
  - track hazards, such as:
    - excessive water
    - machinery or vehicles
    - other animals
    - rough surfaces
- reporting horse injuries to trainer or other relevant person, such as:
  - epistaxis
  - exhaustion
  - lameness
  - overheating
- using safe and approved gear, including:
  - bandages, bits, blinkers, boots, bridles and breastplates
  - cross over nosebands
  - girths
  - hobbles
  - overchecks
  - pacifiers
  - reins
  - rings
  - saddles
  - shadow roll
  - stirrup leathers
  - sulkies
  - surcingles
  - tongue ties
- positioning horse safely in trackwork or in the field
- working with animals in confined spaces
- wearing approved personal protective equipment and ensuring helmet and vest

## RANGE STATEMENT

***Driver or rider assessment for ability to maintain control of the horse*** during trackwork, trials and racing may include:

- replacement terms are complied with.
- driving or riding competitively
- horse is driven or ridden to and from the track in a safe manner
- horses are warmed up to, and cooled down from, working pace and are exercised in a balanced manner in all required gaits
- pace of horse is judged and maintained for required times and distances according to plans or instructions
- driving or riding skills are appropriate to a variety of trackwork situations, including:
  - cross only when two lengths clear of other horses
  - constant awareness of other drivers or riders
  - keeping horse straight.

***Ability to start a race or trial without hindering horse's progress*** may include:

- driver or rider hand and seat position is correct
- driver or rider has demonstrated correct positioning of the horse in or at the barriers
- driver or rider has demonstrated safe and correct procedure for driving or riding horse from the barriers
- horse is driven or ridden straight from the barriers
- pace of the horse is judged and maintained for required time.

***Using objective measurements*** for driving or riding skills tests will include:

- developing checklists and using safe operating procedures to assess tasks, including:
  - applying safe animal handling and controlling methods
  - applying safe driving or riding techniques at varying paces
  - fitting a range of approved gear relevant to code and task
  - identifying and responding to behaviour in animals
  - leading and controlling animals.

***Recommended remedial action*** may include:

- attending recognised training programs
- extending period of time as registered person before applying for license
- working with or under other trainers for additional guidance or mentoring.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRSTD408A Analyse race performance

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to conduct procedures related to pre and post-race checks of a range of written documentation and audio or visual records to analyse race performance. It requires knowledge of rules of racing, training practices, track design and ratings, and verbal and written communication skills to ensure adequate gathering of information. It also requires an ability to work with other team members in order to verify factors that may affect animal performance.

This unit of competency operates in workplace environments of racing administration, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. All handicappers are officials appointed by racing licensing bodies. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary or cadet steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

### Application of the Unit

#### Application of the unit

This unit of competency supports stipendiary stewards, race handicappers, and other nominated persons in determining, collecting and organising information to effectively analyse race performances of greyhounds and harness or thoroughbred horses.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or

the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

| ELEMENT                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Read and interpret form.                             | <ol style="list-style-type: none"> <li>1. Industry jargon and abbreviations used to describe action and performance are interpreted.</li> <li>2. Reports on trackwork, trial and race performance are interpreted from a range of sources.</li> <li>3. <b>Speed maps</b> are interpreted and prepared using specified software.</li> </ol>                                                                                                                                                                                                                                  |
| Identify factors that can affect racing performance. | <ol style="list-style-type: none"> <li>4. Track shape and design features are assessed for their impact on performance.</li> <li>5. Track surfaces are assessed for their impact on performance.</li> <li>6. <b>Level of education and experience</b> of the horse are evaluated for their impact on performance.</li> <li>7. Position in field during various stages of trackwork, trial or race is evaluated for advantage or disadvantage to race outcome.</li> </ol>                                                                                                    |
| Analyse performance in trackwork, trials and races.  | <ol style="list-style-type: none"> <li>8. <b>Animals are identified</b> by barrier or box number, race or rug colours, and race number.</li> <li>9. Position of individual animals during various stages of performance is identified.</li> <li>10. <b>Interference</b> during a performance is identified.</li> <li>11. Loss or gaining of ground during a performance can be identified.</li> <li>12. <b>Other incidents</b> during performance can be identified and explained.</li> <li>13. Reports on performance are presented in verbal and written form.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information related to analysing race performance
- identifying industry requirements associated with trackwork, trialling and racing operations, including approved gear, saddlery or harness, and race or rug colours

## REQUIRED SKILLS AND KNOWLEDGE

- identifying individual animals by brand, colour, sex, and leg and face markings
- identifying fair and legal race strategies by observation of live racing or video examples
- providing clear and concise reports on race performance in verbal and written formats
- reading and interpreting workplace documentation and rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- recognising rapid alterations in an animal's position in race field
- teamwork skills to ensure completion of job tasks
- using video and DVD recording and re-play devices
- visual acuity to identify colours and individual animals
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures, including reporting lines within the workplace and wider racing industry
- effect of track conditions and ratings, course layout and rail placement on animal performance
- factors that affect greyhound or racehorse performance
- greyhound or horse's normal action and impaired action at different gaits and stages of exercise at critical control points during a race, including signs of fatigue or injury
- industry terminology related to race performance and wider racing industry
- procedures for operation and maintenance of equipment and technology
- race form, class structure and track ratings
- racing industry safety requirements, including safe operating procedures
- greyhound or racehorse markings
- relevant rules of racing
- rules of racing relating to riders, drivers and trainers of animals involved in trackwork, trials and races.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## EVIDENCE GUIDE

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### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when analysing race performance
- demonstration in identifying effects on individual racing and trialling greyhounds or horses, including placement at beginning of race, changes in pace, position in running, and other factors affecting race performance
- implementation of procedures and timely techniques for the safe, effective and efficient application of race analysis duties
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of race meeting relevant contexts, and include dealings with an appropriate range of situations.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of race meetings and training tracks
- materials and equipment relevant to assessing candidate's ability to analyse race performance, including:
  - stewards' reports
  - race form
  - race books
  - videos and DVDs
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed



## EVIDENCE GUIDE

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Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- case studies covering a range of strategies and involving video footage from actual races, accompanied by race documentation such as form guides and stewards' reports.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to analyse race performance. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks and administration buildings.

## RANGE STATEMENT

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Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

**Speed maps** may be prepared through use of:

- form guides
- race books and other form reviews, including:
  - video replays of races, trials or trackwork
- stewards' reports.

**Level of education and experience** may include:

- class or grading of race
- driver or rider error and experience
- greyhound or horse's age
- number of race starts and trial starts
- variety of tracks and track conditions.

Situations where **animals are identified** include:

- at race meetings
- during trackwork
- via video replays.

**Interference** may constitute:

- crowding
- crossing another greyhound or horse
- fighting (greyhounds)
- hampering
- jostling
- taking the running.

**Other incidents** may include:

- careless riding
- changes in strategies
- failure to pursue the lure (greyhounds)
- gear usage
- injury in running
- lack of race fitness
- missing the start.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

Co-requisite units

## Functional Area

Functional Area      Racing common

## RGRSTD501A Manage steward services

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to manage and supervise compliance in race meeting and non-race meeting contexts. The unit requires an understanding of and ability to practise and supervise ethical and integrity compliance, an ability to manage investigations and inquiries, and knowledge of associated rules of racing and legislative responsibilities.

Staff supervisory skills and associated knowledge of staff and animal welfare, the security of kennels or stables and the conduct of licensed or registered persons is required. The unit also requires knowledge of rules of racing and OHS standards relating to licensed personnel, permit holders and others authorised to undertake work on racecourses and training establishments associated with the greyhound, harness and thoroughbred codes of the racing industry.

Strong verbal and written communication skills are necessary, as are analytical skills in the determination of inquiries, protests and appeals.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Greyhound, harness and thoroughbred racing is strictly regulated throughout Australia. All stewards are appointed under the rules of racing by the relevant racing controlling body. For this reason enrolment in this unit of competency is restricted to people currently employed as a stipendiary steward or those who have been approved by a State Principal Racing Authority to undertake this unit.

## Application of the Unit

### Application of the unit

This unit of competency supports senior stipendiary stewards or other approved persons who are required to perform the role of chairman of stewards in maintaining and upholding fair racing, and supervising and enforcing the industry's probity and integrity standards as empowered by the relevant racing code's national and local rules of racing.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

### Employability skills

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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unit of competency. required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supervise integrity and compliance in racing.                       | <ol style="list-style-type: none"> <li>1. Compliance with rules of racing and legislation is promoted.</li> <li>2. Integrity and <b>ethical behaviour</b> are promoted.</li> <li>3. Race meeting operations are supervised.</li> <li>4. Licensed or registered persons are supervised.</li> </ol>                                                                                                                                                                       |
| Supervise welfare of animals and staff.                             | <ol style="list-style-type: none"> <li>5. <b>Animal welfare legislation</b> and rules of racing are promoted.</li> <li>6. Staff welfare and safety are promoted.</li> </ol>                                                                                                                                                                                                                                                                                             |
| Manage investigations and inquiries.                                | <ol style="list-style-type: none"> <li>7. Investigation and inquiry processes are reviewed for compliance and relevance.</li> <li>8. <b>Inquiry conclusions and penalties awarded are reviewed</b> for consistency, relevance and compliance with administrative law.</li> <li>9. Appeal decisions are researched and reported to <b>people concerned</b>.</li> </ol>                                                                                                   |
| Contribute to the update of rules of racing and related procedures. | <ol style="list-style-type: none"> <li>10. <b>Policies and protocols</b> are reviewed for relevance, currency and compliance with legislation and practices.</li> <li>11. Proposals are prepared for amendments and new rules, policies or procedures.</li> <li>12. Links are established and maintained with colleagues in same and other racing codes for sharing of information.</li> <li>13. Staff members are advised of policy and procedural changes.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

## REQUIRED SKILLS AND KNOWLEDGE

- allocating duties to staff based on a range of operational requirements, staff experience, level of responsibility and complexity of job task
- assessing industry requirements associated with steward services, including safety, security, licensing, and staff and animal welfare
- adhering to safe handling and work practices when working around greyhounds or horses
- communicating with racing administration executives and staff, other stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to steward duties
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with organisational policies and procedures
- computer skills, including:
  - data entry and retrieval
  - email and internet
  - spreadsheets
  - word processing
- conducting steward inquiries and gaining satisfactory conclusions
- critically analysing decisions made at inquiries, appeals, protests and review for relevance
- enforcing the rules of racing
- hearing and adjudicating race protests
- identifying different items of industry-approved greyhound and horse race gear and assessing their condition in terms of safe use and need for repair
- identifying individual animals by industry signalment and documents
- identifying signs of ill health, injury or pain in racing animals
- leadership skills to successfully manage and coordinate staff, including ability to delegate as and when required
- managing race day incidents and emergencies
- managing OHS and environmental work procedures
- managing staff
- preparing and presenting evidence for appeals
- providing clear and concise reports on race performance in verbal and written formats
- reading and controlling races
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- taking a proactive stance in all matters pertaining to racing, and implementing changes to advance racing where necessary
- using initiative, discretion and judgements to solve racing issues and problems

## REQUIRED SKILLS AND KNOWLEDGE

- using video and DVD recording and re-play devices and other equipment and technology for racing operations duties
- working within the boundaries set by regulatory bodies, other regulations and the racing industry
- working with team members to achieve results
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- avenues and procedures for personnel to access counselling
- communication procedures for communicating with racing administration executives and staff, other stewards, officials, licensed or registered personnel and others, including reporting lines within the workplace and wider racing industry
- detailed understanding of applicable federal, state or territory legislation and regulations, and national standards and codes of practice, including:
  - animal welfare
  - anti-discrimination and harassment
  - environmental and waste management
  - equal employment opportunity
  - industrial relations
  - OHS
- ethical conduct standards of relevant racing principal authority
- greyhound or racehorse identification features
- industry terminology related to steward duties, racing operations and wider racing industry
- organisational policies and procedures and management practices
- principles of administrative law and sound knowledge of legal proceedings
- principles of effective communication
- procedures for hearing protests, conducting inquiries and gathering evidence
- procedures for operation and maintenance of required equipment and technology
- purpose of gear and reasons for identifying and reporting problems with condition, fit and safety
- reasons racing animals may not perform as expected
- relevant rules of racing
- reporting requirements for irregularities and problems
- symptoms of and ways of checking for common signs of injury, ill health or distress in racing animals.



# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when managing steward services
- demonstration of ability to manage race day and non-race day steward services, including investigations and inquiries, by applying the relevant rules of racing and related protocols using appropriate communication techniques that reflect compliance with equity principles
- implementation of procedures and timely techniques for the safe, effective and efficient application of steward services management
- working with others to undertake and complete the required procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of administrative, race meeting and trial contexts, and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to manage steward services
- racing administration offices, racetracks, race trials and meetings, and related facilities

## EVIDENCE GUIDE

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### Method of assessment

- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks including:
  - observation of chairing at least three race meetings and conducting at least three inquiries
  - presenting completed reports for these race meetings, plus reports for three inquiries (and any related appeals) in which candidate has actively participated while maintaining case studies of common race incidents.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording

## RANGE STATEMENT

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in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to manage steward services. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks and administration buildings.

Stewards oversee the conduct of all racing-related activities within the responsibilities and powers described under the rules of racing. The conditions under which this unit is delivered and assessed must take into consideration these powers and responsibilities. These powers and responsibilities are further described in the rules of racing for the relevant racing code. It is strongly recommended that training facilitators and learners refer to these powers and responsibilities as part of the range of conditions for all units covered in the steward specialist area of the Training Package.

***Rules of racing and legislation***  
may include:

- anti-discrimination and harassment
- animal welfare
- Australian and local rules of racing
- equal employment opportunity
- OHS
- superannuation awards
- taxation law
- union coverage and work agreements
- workers' compensation.

***Areas the rules of racing cover***  
include:

- animal welfare
- constitutional
- interpretation
- licensing and registration
- local rules
- offences
- penalties
- race meetings
- stewards
- syndicates.

***Dimensions of ethical behaviour***  
include:

- administrative structures
- codes of conduct
- corporate strategies
- systems, policies and procedures.

***Race meeting operations roles***  
include:

- barrier attendants
- catching pen supervisors
- clerks of the course

## RANGE STATEMENT

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|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                         | <ul style="list-style-type: none"> <li>• club secretaries</li> <li>• farriers</li> <li>• greyhound attendants</li> <li>• kennel supervisors</li> <li>• lure drivers</li> <li>• mobile drivers</li> <li>• race club kennel attendants</li> <li>• racecourse detectives</li> <li>• scribe or shorthand writers</li> <li>• starters</li> <li>• stewards</li> <li>• veterinarians.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b><i>Race meeting operations duties</i></b><br/>will include:</p>   | <ul style="list-style-type: none"> <li>• allocating stewards to observation positions around the track</li> <li>• arranging for swabs to be sent to laboratory for analysis</li> <li>• carrying out or supervising pre-race identification</li> <li>• calling greyhounds or horses to the parade or marshalling area</li> <li>• calling greyhounds to stir-up area and to starting boxes</li> <li>• calling horses to the starting stalls</li> <li>• calling jockeys to mount up</li> <li>• checking the starting position of each race</li> <li>• checking track conditions</li> <li>• checking updated eligibility list against current suspension list</li> <li>• hearing post-race protests</li> <li>• inspecting bandages and other tack</li> <li>• liaising with racing officials</li> <li>• liaising with trainers, jockeys and drivers if there are problems with engaged drivers or riders</li> <li>• participating in or adjudicating post-meeting inquiries or appeals</li> <li>• selecting animals for pre-race swabbing and supervising the procedure</li> <li>• sending field to the start.</li> </ul> |
| <p><b><i>Licensed or registered personnel</i></b><br/>will include:</p> | <ul style="list-style-type: none"> <li>• greyhound attendants</li> <li>• harness drivers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## RANGE STATEMENT

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***Animal welfare legislation*** includes:

- kennelhands
- jockeys and trackwork riders
- owners
- stablehands
- strappers
- race day staff
- trainers.
- national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare, and requires:
  - animals to be exercised in a manner deemed proper and appropriate to the fitness of the animal
  - animals not to display any obvious signs of ill health
  - animals to be maintained appropriately for the conditions, including:
    - housing
    - rugging
  - feed and water containers to be clean and free of sharp edges
  - safe and industry-recognised gear and saddlery to be used on animals
  - boxes, kennels, runs and yards to be free of hazards and clean bedding evident.

***Staff welfare and safety*** will include:

- adhering to legislation governing:
  - bullying
  - discrimination
  - harassment, including sexual harassment
  - health and safety
  - working with children
  - taxation law
  - workers' compensation
- all gear used on animals is approved and of good quality
- effective supervision at all times
- ensuring drivers or jockeys are in a fit state to compete
- equipment or vehicles to be used are well maintained and in proper working order

## RANGE STATEMENT

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | <ul style="list-style-type: none"> <li>• kennel or stable emergency and evacuation procedures are clearly signed</li> <li>• maintenance of safety equipment, including: <ul style="list-style-type: none"> <li>• first aid equipment</li> <li>• fire safety equipment</li> <li>• personal protective equipment</li> </ul> </li> <li>• protective gear conforms to required standards</li> <li>• staff are adequately trained in tasks carried out</li> <li>• track is in a fit and proper state for safe and competitive racing.</li> </ul> |
| <b><i>Reviewing inquiry conclusions and penalties awarded</i></b> may ensure: | <ul style="list-style-type: none"> <li>• continuous improvement</li> <li>• consistency with other codes' decisions and appeals outcomes</li> <li>• improved inquiry approaches for stewards, for example: <ul style="list-style-type: none"> <li>• behaviour</li> <li>• communication techniques</li> <li>• counselling manner</li> </ul> </li> <li>• maintenance of integrity.</li> </ul>                                                                                                                                                  |
| <b><i>People concerned in the appeal decision</i></b> may include:            | <ul style="list-style-type: none"> <li>• other stewards within the code not directly involved in the appeal</li> <li>• stewards from other codes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| <b><i>Policy and protocol reviews</i></b> may cover:                          | <ul style="list-style-type: none"> <li>• drug strategies reports</li> <li>• kennel and stable security</li> <li>• national gear register</li> <li>• race day operations</li> <li>• risk management</li> <li>• rules of racing</li> <li>• racing animal welfare integrity reviews</li> <li>• sample analytical reports</li> <li>• staff welfare and safety.</li> </ul>                                                                                                                                                                       |

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

**Co-requisite units**

Co-requisite units

**Functional Area**

Functional Area                  Racing common

# RGRSWA301A Collect non-blood samples from greyhounds or horses

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to work under supervision and apply the process for the collection of non-blood samples from racing animals. It requires compliance with laboratory protocols and procedures as well as the rules of racing, OHS regulations and safe operating procedures, which are essential to maintaining the integrity of the samples and the continuity and security of evidence.

This unit of competency operates in work environments of racing administration approved sample collection facilities that may include racecourse, kennel or stable premises.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports racing personnel or other authorised persons who are required to collect non-blood samples from greyhounds or horses under supervision as part of their job role.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.



## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Prepare for sample collection.

1. Process for selecting greyhounds or horses to be sampled is confirmed with stewards or supervising veterinarian.
2. ***Preparation of collecting area*** and provision of ***collecting equipment*** and collection bags are confirmed.
3. Collecting area and equipment are secured.
4. Greyhounds or horses required for non-blood sample

| ELEMENT                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collect samples.         | <p>collection are identified and escorted to collecting area.</p> <ol style="list-style-type: none"> <li>5. <b>Collection procedures</b> and rights and obligations are explained to nominated witness.</li> <li>6. Urine collection procedures and protocols are followed.</li> <li>7. Other <b>non-blood samples</b> are taken in accordance with protocols and procedures.</li> <li>8. Chain of custody of sampling equipment , documentation and sample is maintained.</li> <li>9. Swab documentation, packaging, security and shipping protocols are followed.</li> <li>10. <b>Contingency plans</b> are employed when sample cannot be provided within time frame.</li> <li>11. <i>Safety of greyhound or horse , self and others</i> is maintained during collection of sample.</li> </ol> |
| Complete sample reports. | <ol style="list-style-type: none"> <li>12. Sample documents are completed and stored in accordance with racing protocols and procedures.</li> <li>13. Alterations to collection procedures are recorded and reported to stewards.</li> <li>14. Incidents that occurred during collection process are recorded and reported to stewards.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds or horses
- communicating with stewards, veterinarians, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to non-blood sample collection from greyhounds or horses
- completing duties in accordance with safe operating procedures and nominated time frame
- conducting sample collection processes in accordance with laboratory protocols and procedures, and OHS and animal welfare regulations to ensure the integrity of samples
- demonstrating common greyhound or horse handling skills

## REQUIRED SKILLS AND KNOWLEDGE

- identifying and reporting swabbing irregularities
- identifying animal by colour, brand, sex, and leg and face markings
- maintaining racing code requirements for confidentiality
- providing prompt and succinct information to stewards and others as required
- reading and interpreting workplace documentation and rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- using initiative and problem-solving techniques to deal with difficult people
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within the race meeting environment and wider racing industry
- ethical conduct standards of relevant racing principal authority
- greyhound or horse behaviour and communication traits
- industry terminology related to race meeting and swabbing procedures
- hazard identification and risk management
- laboratory protocols and procedures
- protocols and procedures for communicating with stewards, and licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reporting requirements for irregularities and problems, including difficulties in obtaining samples
- sample collection standard operating procedures
- swabbing protocols and associated rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Critical aspects for assessment and evidence required to demonstrate

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria,

## EVIDENCE GUIDE

### competency in this unit

required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when collecting non-blood samples from greyhounds or horses
- implementation of procedures and timely techniques for the safe, effective and efficient application of non-blood sample collection from greyhounds or horses
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of, and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of greyhounds and harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform duties associated with non-blood sample collection
- safe handling areas such as racetracks, including race meetings, related swabbing facilities and Australian racing forensic laboratory
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

## EVIDENCE GUIDE

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Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

#### ***Preparation of collecting area*** will include:

- collecting and managing records pertaining to individual sample collection processes
- communicating with other sample collection officers and swab stewards or veterinarians
- checking number and verifying contents of swab kits
- checking that swab video camera is working
- ensuring swab area is clean
- ensuring appropriate systems and personnel are in place to monitor key operating areas
- preparing paperwork and computer used in sample collection.

#### ***Collecting equipment*** will

- collection bottles

## RANGE STATEMENT

include:

- collection bottle seals and labels
- disposable gloves
- laboratory cards
- swab kit.

***Collection procedures*** will include:

- checking identification of attending witness
- identifying greyhounds or horses to be swabbed
- escorting animal and handler to swab area
- preparing swab kit and swab area
- recording swab kit numbers, taking sample and sealing bottles
- recording swab details
- requesting agent to sign required paperwork
- storing swab samples in secured area prior to dispatch to laboratory for analysis.

***Non-blood samples*** may include:

- saliva
- urine
- other non-invasive samples.

***Chain of custody of sampling equipment, documentation and sample*** may include:

- conditions under which the sample is gathered, including:
  - identification of animals to be tested
  - identification of all personnel
  - duration of sample custody
  - security conditions and manner in which sample is transferred to subsequent custodians
- documents or paper trails showing collection, custody, control, transfer and analysis of physical (evidence) sample
- each transaction completely documented chronologically
- identifiable person always to have physical evidence, from swab staff to detective or steward
- jurisprudence concept applying to handling of sample and its integrity.

***Contingency plans*** may include:

- managing dehydrated animal unable to provide urine sample
- providing water for drinking
- providing alternative (blood) sample collection.

## RANGE STATEMENT

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***Safety of greyhound or horse , self and others*** will include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- adhering to rules of racing and rules of the race venue
- considering variables that influence behaviour of greyhounds or horses, such as:
  - fences and equipment
  - other persons or animals
  - vehicles
  - wind and noise
- contributing to development of risk control measures
- following safe work practices
- following accident and injury procedures
- identifying and reporting unsafe work practices
- identifying emergency situations
- monitoring animal behaviour
- using appropriate handling and restraining techniques
- using approved and well-maintained gear
- wearing approved personal protective equipment.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|



# RGRSWA302A Collect non-blood samples from racing personnel

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to work under supervision and apply the process for the collection of non-blood samples from racing personnel. It requires compliance with laboratory protocols and procedures as well as the rules of racing, OHS regulations and safe operating procedures, which are essential to maintaining the integrity of the samples and the continuity and security of evidence.

This unit has been contextualised and is based on NSW TAFE 0640A Drug Testing Procedures (Personnel).

This unit of competency operates in work environments of racing administration approved sample collection facilities that may include racecourse, kennel or stable premises.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

**Application of the unit** This unit of competency supports racing personnel or other authorised persons who are required to collect non-blood samples from racing personnel under supervision as part of their job role.

Competencies attained in this unit apply to the harness or thoroughbred code of the industry. Consequently when performance criteria are applied they will relate to the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

**Prerequisite units**

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for sample collection from racing personnel. | <ol style="list-style-type: none"><li>1. Process for selecting racing participants to be sampled is confirmed with stewards.</li><li>2. <b><i>Preparation of collecting area</i></b> and provision of <b><i>collecting equipment</i></b> and collection bags are confirmed.</li><li>3. Collecting area and equipment are secured.</li></ol> |

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collect samples from racing personnel. | <ol style="list-style-type: none"> <li>4. Racing participants required for <b>non-blood sample</b> collection are identified and escorted to collecting area.</li> <li>5. <b>Collection procedures</b> and rights and obligations are explained to racing participant.</li> <li>6. Urine collection procedure and protocols are followed.</li> <li>7. <b>Modesty of person</b> is maintained within limitations of the collection protocols.</li> <li>8. Other non-blood samples are taken in accordance with protocols and procedures.</li> <li>9. Chain of custody of sampling equipment , documentation and sample is maintained.</li> <li>10. Swab documentation, packaging, security and shipping protocols are followed.</li> <li>11. <b>Contingency plans</b> are employed when sample cannot be provided within time frame .</li> <li>12. <b>Safety of self and personnel</b> is maintained during collection process.</li> </ol> |
| Complete sample reports.               | <ol style="list-style-type: none"> <li>13. Sample documents are completed and stored in accordance with racing protocols and procedures.</li> <li>14. Alterations to collection procedures are recorded and reported to stewards.</li> <li>15. Incidents that occurred during collection procedure are recorded and reported to stewards.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to non-blood sample collection from racing personnel
- completing duties in accordance with safe operating procedures and nominated time frame
- conducting sample collection processes in accordance with laboratory protocols and procedures and OHS regulations to maintain the integrity of samples
- identifying and reporting swabbing irregularities

## REQUIRED SKILLS AND KNOWLEDGE

- maintaining racing code requirements for confidentiality
- providing prompt and succinct information to stewards and others as required
- reading and interpreting workplace documentation and rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- using initiative and problem-solving techniques to deal with difficult people
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within the race meeting environment and wider racing industry
- ethical conduct standards of relevant racing principal authority
- industry terminology related to race meeting and sample collection procedures
- hazard identification and risk management
- laboratory protocols and procedures
- protocols and procedures for communicating with stewards, and licensed and other racing industry personnel
- racing industry safety requirements, including safe operating procedures
- reporting requirements for irregularities and problems, including difficulties in obtaining samples
- sample collection standard operating procedures
- swabbing protocols and associated rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when collecting

## EVIDENCE GUIDE

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|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <p>non-blood samples from racing personnel</p> <ul style="list-style-type: none"><li>• implementation of procedures and timely techniques for the safe, effective and efficient application of non-blood sample collection from racing personnel</li><li>• working with others to undertake and complete procedures that meet required outcomes.</li></ul> <p>Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context of, and specific resources for assessment</b> | <p>Competency must be assessed in a racing workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.</p> <p>Assessment of the practical components of this unit will be by observation of relevant skills, however these should not include human sample collection procedures.</p> <p>The following resources must be available:</p> <ul style="list-style-type: none"><li>• materials and equipment relevant to assessing candidate's ability to perform duties associated with non-blood sample collection from racing personnel</li><li>• safe and appropriate racing sample collection facilities and an Australian racing forensic laboratory</li><li>• work instructions and related documentation.</li></ul> |
| <b>Method of assessment</b>                              | <p>Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.</p> <p>The suggested strategies for the assessment of this unit are:</p> <ul style="list-style-type: none"><li>• written and/or oral assessment of candidate's required knowledge</li><li>• observed, documented and firsthand testimonial evidence of candidate's application of practical tasks associated with the elements:<ul style="list-style-type: none"><li>• prepare for sample collection from racing personnel</li><li>• complete sample reports</li></ul></li><li>• case studies or role plays should be used to assess candidate's ability to implement various strategies to address a range of scenarios and ensure continuity of</li></ul>                                                                                                                                                                                                 |

## EVIDENCE GUIDE

security of evidence associated with the element in this unit:

- collect samples from racing personnel.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Preparation of collecting area*** will include:

- collecting and managing records pertaining to individual sample collection processes
- communicating with other sample collection officers and swab stewards
- checking number and verifying contents of swab kits
- ensuring swab area is clean
- ensuring appropriate systems and personnel are in place to monitor key operating areas
- preparing paperwork and computer used in

## RANGE STATEMENT

|                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                       | sample collection.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Collecting equipment</b> will include:                                             | <ul style="list-style-type: none"> <li>• collection bottles</li> <li>• collection bottle seals and labels</li> <li>• disposable gloves</li> <li>• laboratory cards</li> <li>• license cards or registration cards for personnel</li> <li>• swab kit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Non-blood samples</b> may include:                                                 | <ul style="list-style-type: none"> <li>• saliva</li> <li>• urine</li> <li>• other non-invasive samples.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Collection procedures</b> will include:                                            | <ul style="list-style-type: none"> <li>• checking identification of personnel to be swabbed</li> <li>• escorting personnel to swab area</li> <li>• preparing swab kit and swab area</li> <li>• recording swab kit numbers, taking sample and sealing bottles</li> <li>• recording swab details</li> <li>• requesting personnel providing sample to sign required paperwork</li> <li>• storing swab samples in secured area prior to dispatch to laboratory for analysis.</li> </ul>                                                                                                                                                                                                                        |
| <b>Modesty of person</b> will include:                                                | <ul style="list-style-type: none"> <li>• managing collecting procedures with sensitivity to issues of modesty and privacy, while maintaining collection protocols and procedures and chain of custody</li> <li>• using gender-specific collectors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Chain of custody of sampling equipment , documentation and sample</b> may include: | <ul style="list-style-type: none"> <li>• conditions under which the sample is gathered, including: <ul style="list-style-type: none"> <li>• identification of personnel to be tested</li> <li>• identification of all personnel attending</li> <li>• duration of sample custody</li> <li>• security conditions and manner in which sample is transferred to subsequent custodians</li> </ul> </li> <li>• documents or paper trails showing collection, custody, control, transfer and analysis of physical (evidence) sample</li> <li>• each transaction completely documented chronologically</li> <li>• identifiable person always to have physical evidence, from swab staff to detective or</li> </ul> |

## RANGE STATEMENT

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|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | steward                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>Contingency plans</i> may include:             | <ul style="list-style-type: none"><li>• jurisprudence concept applying to handling of sample and its integrity.</li><li>• managing dehydrated personnel unable to provide urine sample</li><li>• providing water for drinking</li><li>• providing alternative time for sample collection.</li></ul>                                                                                                           |
| <i>Safety of self and personnel</i> will include: | <ul style="list-style-type: none"><li>• adhering to responsibilities under OHS legislation and workplace practices</li><li>• adhering to rules of racing and rules of the race venue</li><li>• following safe work practices</li><li>• following accident and injury procedures</li><li>• identifying and reporting unsafe work practices</li><li>• wearing approved personal protective equipment.</li></ul> |

## Unit Sector(s)

|             |                                       |
|-------------|---------------------------------------|
| Unit Sector | Harness and thoroughbred racing codes |
|-------------|---------------------------------------|

## Co-requisite units

Co-requisite units

## Functional Area

|                 |                             |
|-----------------|-----------------------------|
| Functional Area | Racing performance services |
|-----------------|-----------------------------|





# RGRSWA303A Collect blood samples for racing animal drug testing

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to work under supervision and apply the process for the collection of blood samples from racing animals. It requires compliance with laboratory protocols and procedures as well as the rules of racing, OHS regulations and safe operating procedures, which are essential to maintaining the integrity of the samples and the continuity and security of evidence.

This unit of competency operates in work environments of racing administration approved sample collection facilities that may include racecourse, kennel or stable premises.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports racing personnel or other authorised persons who are required to collect blood samples from racing greyhounds or horses under supervision as part of their job role.

Blood collection may be restricted to veterinarians and veterinary nurses in some states. Candidates must ensure they are eligible to collect blood from animals before undertaking this unit.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry. Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for

this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

**Prerequisite units**

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

| ELEMENT                   | PERFORMANCE CRITERIA                                        |
|---------------------------|-------------------------------------------------------------|
| Plan for blood collection | 1. Process for selecting greyhounds or horses to be sampled |

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                               |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| from greyhounds or horses.                                                  | is confirmed with stewards.                                                                                        |
|                                                                             | 2. Preparation of collecting area and provision of collecting equipment are confirmed.                             |
|                                                                             | 3. Collecting area and equipment are secured.                                                                      |
|                                                                             | 4. Animals nominated for blood collection are identified and escorted to collecting area.                          |
| Collect blood samples from greyhounds or horses.                            | 5. <b>Collection procedures</b> and rights and obligations are explained to nominated witness.                     |
|                                                                             | 6. Techniques for handling greyhounds or horses are employed to ensure <b>safety of animals, self and others</b> . |
|                                                                             | 7. Preparation of animals for blood collection is conducted.                                                       |
|                                                                             | 8. Blood collection procedures and protocols are followed.                                                         |
|                                                                             | 9. Chain of custody of sampling equipment, documentation and sample is maintained.                                 |
|                                                                             | 10. Swab documentation, packaging, security and shipping protocols are followed.                                   |
|                                                                             | 11. Disposal of sharps is managed to ensure safety of self and others.                                             |
| Document and provide information on swabbing procedure to relevant parties. | 12. Swab documentation is completed and filed.                                                                     |
|                                                                             | 13. Alterations to standard collection procedures are justified and documented.                                    |
|                                                                             | 14. Incidents that occurred during collection procedure are documented and reported to stewards.                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying safe handling and work practices when dealing with greyhounds or horses
- communicating with stewards, veterinarians, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to blood sample collection from greyhounds or horses
- completing duties in accordance with safe operating procedures and nominated time frame
- conducting sample collection processes in accordance with laboratory protocols

## REQUIRED SKILLS AND KNOWLEDGE

and procedures, and OHS and animal welfare regulations to maintain the integrity of samples

- demonstrating common greyhound or horse handling skills
- identifying and reporting swabbing irregularities
- identifying animal by colour, brand, sex, and leg and face markings
- maintaining racing code requirements for confidentiality
- providing prompt and succinct information to stewards and others as required
- reading and interpreting workplace documentation and rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- using initiative and problem-solving techniques to deal with difficult people
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within the race meeting environment and wider racing industry
- ethical conduct standards of relevant racing principal authority
- greyhound or horse behaviour and communication traits
- industry terminology related to race meeting and swabbing procedures
- hazard identification and risk management
- laboratory protocols and procedures
- protocols and procedures for communicating with stewards, and licensed and other racing industry personnel
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reporting requirements for irregularities and problems, including difficulties in obtaining samples
- sample collection standard operating procedures
- swabbing protocols and associated rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## EVIDENCE GUIDE

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### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when collecting blood samples from greyhounds or horses
- implementation of procedures and timely techniques for the safe, effective and efficient application of blood sample collection from greyhounds or horses
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of, and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a range of greyhounds, and harness or thoroughbred horses
- materials and equipment relevant to assessing candidate's ability to perform blood sample collection duties
- safe handling areas such as racetracks, including race meetings, related swabbing facilities, and an Australian racing forensic laboratory
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge

## EVIDENCE GUIDE

- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- case study to assess candidate's skills and knowledge associated with the overall procedure to ensure continuity of security of evidence.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

#### ***Preparation of collecting area*** will include:

- collecting and managing records pertaining to individual sample collection processes
- communicating with other sample collection officers and swab steward or veterinarian
- checking number and verifying contents of swab kits
- checking that swab video camera is working
- ensuring swab area is clean
- ensuring appropriate systems and personnel are

## RANGE STATEMENT

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|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Collecting equipment</i></b> will include:                | <p>in place to monitor key operating areas</p> <ul style="list-style-type: none"> <li>• preparing paperwork and computer used in sample collection.</li> <li>• blood collection bottles</li> <li>• collection bottle seals and labels</li> <li>• disposable gloves</li> <li>• laboratory cards</li> <li>• needles</li> <li>• sharps container</li> <li>• swab kit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Collection procedures</i></b> will include:               | <ul style="list-style-type: none"> <li>• checking identification of attending witness</li> <li>• identifying greyhounds or horses to be swabbed</li> <li>• escorting animal and handler to swab area</li> <li>• preparing swab kit and swab area</li> <li>• recording swab kit numbers</li> <li>• recording swab details</li> <li>• requesting agent to sign required paperwork</li> <li>• storing swab samples in secured area prior to dispatch to laboratory for analysis</li> <li>• taking blood samples and sealing blood bottles.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Safety of animals , self and others</i></b> will include: | <ul style="list-style-type: none"> <li>• adhering to responsibilities under OHS legislation and workplace practices</li> <li>• adhering to responsibilities under national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare</li> <li>• adhering to rules of racing and rules of the race venue</li> <li>• considering variables that influence behaviour of greyhounds or horses, such as: <ul style="list-style-type: none"> <li>• fences and equipment</li> <li>• other persons or animals</li> <li>• vehicles</li> <li>• wind and noise</li> </ul> </li> <li>• contributing to development of risk control measures</li> <li>• following safe work practices</li> <li>• following accident and injury procedures</li> <li>• identifying and reporting unsafe work practices</li> <li>• identifying emergency situations</li> </ul> |



## RANGE STATEMENT

***Chain of custody of sampling equipment, documentation and sample*** may include:

- monitoring animal behaviour
- using appropriate handling and restraining techniques
- using approved and well-maintained gear
- wearing approved personal protective equipment.
- conditions under which the sample is gathered, including:
  - identification of animals to be tested
  - identification of all personnel
  - duration of sample custody
  - security conditions and manner in which sample is transferred to subsequent custodians
- documents or paper trails showing collection, custody, control, transfer and analysis of physical (evidence) sample
- each transaction completely documented chronologically
- identifiable person always to have physical evidence, from swab staff to detective or steward
- jurisprudence concept applying to handling of sample and its integrity.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

# RGRSWA401A Collect blood samples from racing personnel

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to apply the process for the collection of blood samples from racing personnel. It requires compliance with laboratory protocols and procedures as well as the rules of racing, OHS regulations and safe operating procedures, which are essential to maintaining the integrity of the samples and the continuity and security of evidence.

This unit has been contextualised and is based on NSW TAFE 0640A Drug Testing Procedures (Personnel).

This unit of competency operates in work environments of racing administration approved sample collection facilities that may include racecourse, kennel or stable premises.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports racing personnel or other authorised persons who are required to collect blood samples from racing personnel as part of their job role.

Blood collection may be restricted to doctors and nurses in some states. Candidates must ensure they are eligible to collect blood from humans before undertaking this unit.

Competencies attained in this unit apply to the harness or thoroughbred code of the industry. Consequently when performance criteria are applied they will relate to the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while

also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                      |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan for blood collection from racing personnel. | <ol style="list-style-type: none"><li>1. Process for selecting racing personnel to be sampled is confirmed with stewards.</li><li>2. Preparation of collecting area and provision of collecting</li></ol> |

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                               |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Collect blood samples from racing personnel.                                | equipment are confirmed.                                                                           |
|                                                                             | 3. Collecting area and equipment are secured.                                                      |
|                                                                             | 4. Racing personnel nominated for blood collection are identified and escorted to collecting area. |
|                                                                             | 5. <b>Collection procedures</b> and rights and obligations are explained to nominated witness.     |
|                                                                             | 6. Techniques are employed to ensure <b>safety of self and others</b> during collection.           |
|                                                                             | 7. Preparation of racing personnel for blood collection is conducted.                              |
|                                                                             | 8. Blood collection procedures and protocols are followed.                                         |
|                                                                             | 9. Chain of custody of sampling equipment , documentation and sample is maintained.                |
|                                                                             | 10. Swab documentation, packaging, security and shipping protocols are followed.                   |
|                                                                             | 11. Disposal of sharps is managed to ensure safety of self and others.                             |
|                                                                             | 12. Sample documents are completed and stored in accordance with racing protocols and procedures.  |
| Document and provide information on swabbing procedure to relevant parties. | 13. Alterations to collection procedures are recorded and reported to stewards.                    |
|                                                                             | 14. Incidents that occurred during collection process are recorded and reported to stewards.       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicating with stewards, racing officials, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to blood sample collection from racing personnel
- completing duties in accordance with safe operating procedures and nominated time frame
- conducting sample collection processes in accordance with laboratory protocols and procedures and OHS regulations to maintain the integrity of samples
- directing racing personnel to make themselves available for sample collection

## REQUIRED SKILLS AND KNOWLEDGE

- identifying and reporting swabbing irregularities
- maintaining racing code requirements for confidentiality
- providing prompt and succinct information to stewards and others as required
- reading and interpreting workplace documentation and rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- responding quickly to requests from stewards or other racing officials
- teamwork skills to ensure completion of job tasks
- using initiative and problem-solving techniques to deal with difficult people
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- communication procedures within the race meeting environment and wider racing industry
- ethical conduct standards of relevant racing principal authority
- hazard identification and risk management
- industry terminology related to race meeting and sample collection procedures
- laboratory protocols and procedures
- protocols and procedures for communicating with stewards, and licensed and other racing industry personnel
- racing industry safety requirements, including safe operating procedures
- reporting requirements for irregularities and problems, including difficulties in obtaining samples
- sample collection standard operating procedures
- swabbing protocols and associated rules of racing.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and

## EVIDENCE GUIDE

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### Context of, and specific resources for assessment

instructions that are to apply when collecting blood samples from racing personnel

- implementation of procedures and timely techniques for the safe, effective and efficient application of blood sample collection from racing personnel
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

Competency must be assessed in a racing workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills, however these should not include human sample collection procedures.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to perform duties associated with blood sample collection from racing personnel
- safe and appropriate racing sample collection facilities and an Australian racing forensic laboratory
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks associated with the elements in this unit:
  - plan for blood collection from racing personnel
  - document and provide information on swabbing procedure to relevant parties
- case studies or role plays to assess candidate's ability to implement various strategies to address a range of

## EVIDENCE GUIDE

scenarios and ensure continuity of security of evidence associated with the element:

- collect blood samples from racing personnel.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons, at least one of whom should be approved by the State Principal Racing Authority.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Preparation of collecting area*** will include:

- collecting and managing records pertaining to individual sample collection processes
- communicating with other sample collection officers and swab steward
- checking number and verifying contents of swab kits
- checking that swab video camera is working
- ensuring swab area is clean
- ensuring appropriate systems and personnel are in place to monitor key operating areas



## RANGE STATEMENT

***Collecting equipment*** will include:

- preparing paperwork and computer used in sample collection.
- blood collection bottles
- collection bottle seals and labels
- disposable gloves
- laboratory cards
- license cards or registration cards for personnel
- needles
- sharps container
- swab kit.

***Collection procedures*** will include:

- checking identification of personnel to be swabbed
- escorting personnel to swab area
- preparing swab kit and swab area
- recording swab kit numbers
- recording swab details
- requesting personnel providing sample to sign required paperwork
- storing swab samples in secured area prior to dispatch to laboratory for analysis
- taking blood samples and sealing blood bottles.

***Safety of self and others*** may include:

- adhering to responsibilities under OHS legislation and workplace practices
- adhering to rules of racing and rules of the race venue
- applying safe operating systems for blood collection procedures
- following accident and injury procedures
- identifying and reporting unsafe work practices
- using disposable gloves
- using sharps container
- wearing approved personal protective equipment.

***Chain of custody of sampling equipment , documentation and sample*** may include:

- conditions under which the sample is gathered, including:
  - identification of personnel to be tested
  - identification of all personnel attending
  - duration of sample custody
  - security conditions and manner in which sample is transferred to subsequent custodians

## RANGE STATEMENT

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- documents or paper trails showing collection, custody, control, transfer and analysis of physical (evidence) sample
- each transaction completely documented chronologically
- identifiable person always to have physical evidence, from swab staff to detective or steward
- jurisprudence concept applying to handling of sample and its integrity.

## Unit Sector(s)

**Unit Sector** Harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing performance services

## RGRTRK301A Assist with race meeting track management

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to assist with race meeting track management operations. It requires the ability to maintain and monitor the organisation's policies, including workplace OHS standards, allocate race meeting trackwork duties, supervise staff and track operations, apply effective verbal and written communication skills, work in a team environment and complete required administration tasks.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

#### Application of the unit

This unit of competency supports race club employees to assist with race meeting track management operations.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare for race meeting. | <ol style="list-style-type: none"><li>1. Race club opening time and race times are verified.</li><li>2. <b><i>Staffing requirements</i></b> are calculated and approved by supervisor.</li><li>3. <b><i>Track preparation requirements</i></b> are verified with supervisor and performed.</li><li>4. Contact details and protocols for principal staff and section leaders are verified with supervisor and chairman of stewards, and distributed.</li><li>5. Operation of two-way radios and other communications equipment is checked.</li></ol> |
| Allocate race meeting     | <ol style="list-style-type: none"><li>6. Staff members available for race meeting are verified</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| duties.                                       | and casuals recruited if required.<br>7. Endorsement of staff for specific duties is confirmed.<br>8. <b>Induction</b> for race meeting duties is conducted for <b>casual and new staff</b> .<br>9. Staff roster and duties are recorded and distributed.                                                                                                                                                                  |
| Race meeting operations are supervised.       | 10. Rail or barrier movements are performed in accordance with track supervisor's instructions.<br>11. Box preparation is performed in accordance with track supervisor's instructions.<br>12. Divots are replaced between races.<br>13. Tracks are graded and watered between races according to track supervisor's instructions.<br>14. Emergency repairs are initiated and <b>area made safe</b> within time available. |
| Supervise post-race meeting track operations. | 15. Damage to track and surrounds is identified and recorded.<br>16. <b>Repairs and maintenance requirements</b> for track and surrounds are listed and prioritised.<br>17. Staff presence and duties on race day are verified and reported to wages department.                                                                                                                                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- allocating duties to staff based on a range of operational requirements, staff experience, level of responsibility and complexity of job task
- assessing race club and industry requirements associated with race meeting track management, including safety, security, licensing, and staff and animal welfare
- communicating with stewards, racing officials, personnel and others using assertive communication techniques to gather, interpret and relay information related to race meeting track management
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with OHS and environmental legislation
- complying with organisational policies and procedures

## REQUIRED SKILLS AND KNOWLEDGE

- evaluating risks associated with track equipment and activities
- making effective decisions to resolve routine problems
- operating a range of equipment and technology
- recognising faulty equipment, machinery and infrastructure
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- hazards and potential hazards in the workplace and risk control procedures
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- protocols and procedures for communicating with stewards, racing officials and other relevant people
- race meeting track management operations and staff roles
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reasonable understanding of applicable federal, state or territory legislation and regulations, and national standards and codes of practice relevant to full range of processes relating to own work role and responsibilities
- relevant rules of racing
- types of equipment and procedures for their operation and maintenance.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

## EVIDENCE GUIDE

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- knowledge of the requirements, procedures and instructions that are to apply when assisting with race meeting track management
- implementation of procedures and timely techniques for the safe, effective and efficient application of race meeting track management assistance
- working with others to undertake and complete assistance procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to assist with race meeting track management operations
- relevant racing industry work sites, such as racecourses and race meetings
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by

## EVIDENCE GUIDE

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### Guidance information for assessment

supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

---

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to effectively assist with race meeting track management. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Staffing requirements*** may include:

- barrier attendants
- clerks of the course
- erection and pull down of marquees
- grading machine operators
- landscaping and grounds
- track attendants
- tractor drivers
- water truck drivers.

***Track preparation requirements*** may include:

- condition and rating
- irrigation pipes removal
- machinery removal
- mobile starting barriers
- rail location
- semaphore board and timing equipment
- signage



## RANGE STATEMENT

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***Casual and new staff induction***  
may include:

- starting boxes
- steward and camera towers.
- conducting safety training covering:
  - emergency evacuation procedures drill
  - first aid equipment and treatment
  - safe operating procedures
  - personal protective equipment requirements
  - track or race incidents and emergency procedures
- explaining work conditions and job requirements
- providing information related to:
  - accident and incident reporting procedures
  - anti-discrimination responsibilities
  - environmental work practices
  - OHS legislation and responsibilities
  - race club code of conduct and dress code.

***Areas are made safe by:***

- identifying hazards
- controlling and minimising risks
- eliminating hazardous substances and materials
- ensuring safe use and operation of equipment and machinery
- following accident and injury procedures
- following safe operating procedures
- using correct manual handling techniques, including:
  - carrying
  - lifting
  - shifting.

***Repairs and maintenance***  
requirements for track and surrounds may include:

- electrical boards
- fire safety equipment
- irrigation pipes and sprinklers
- lighting
- mirror box
- mobile starting barriers
- photo finish equipment
- public address system
- rails
- starting boxes

## RANGE STATEMENT

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- spectator seating
- track maintenance equipment or machinery
- tractors and harrows.

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

**Functional Area** Racing common

# RGRTRK302A Maintain specialised non-turf track surfaces for racing

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to maintain specialised non-turf track surfaces for greyhound, harness or thoroughbred racing. It includes knowledge and skills associated with comparing specialised track materials, managing specialised track surfaces and renovating specialised track surfaces for greyhound, harness or thoroughbred training and racing. The unit requires knowledge of track materials, machinery and equipment, and regular care requirements, including repairs and renovation. The ability to plan and prepare budgets, liaise with staff and contractors regarding work requirements, and comply with workplace OHS standards is necessary.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports race club personnel in maintaining specialised non-turf track surfaces.

Competencies attained in this unit apply to the greyhound, harness or thoroughbred code of the industry.

Consequently when performance criteria are applied they will relate to the greyhound code or the harness code or the thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                  |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Compare specialised track materials. | <ol style="list-style-type: none"><li>1. Features of track construction are identified.</li><li>2. Track materials are evaluated for subsoil compatibility,</li></ol> |

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                          |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | as well as climatic, drainage and durability management considerations.                                                                                                                                       |
|                                      | 3. Specialised track materials are assessed for environmental sustainability .                                                                                                                                |
|                                      | 4. Specialised track materials are assessed for <b><i>economic viability</i></b> .                                                                                                                            |
|                                      | 5. Strategies for managing a range of common track problems are compared for specialised track surfaces.                                                                                                      |
| Manage specialised track surfaces.   | 6. Machinery and equipment are selected and prepared for track maintenance operations in accordance with manufacturer or supplier directions, <b><i>OHS requirements</i></b> and workplace procedures.        |
|                                      | 7. Track camber, fall and surface depth for racing are evaluated.                                                                                                                                             |
|                                      | 8. <b><i>Daily, weekly and race meeting care requirements</i></b> are planned and carried out for nominated specialised track surfaces to comply with manufacturer or supplier specifications and directions. |
|                                      | 9. Track density and current moisture content are measured and track rating is declared.                                                                                                                      |
|                                      | 10. Minor repairs to nominated specialised track surfaces are planned and carried out according to manufacturer or supplier and supervisor's directions.                                                      |
| Renovate specialised track surfaces. | 11. Renovation is planned and budget presented to supervisor for approval.                                                                                                                                    |
|                                      | 12. Materials and equipment are selected, ordered and prepared for track renovation.                                                                                                                          |
|                                      | 13. <b><i>Contractor is engaged or staff instructed</i></b> in maintenance procedures in accordance with manufacturer specifications and directions, OHS requirements and workplace procedures.               |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- allocating duties to staff based on a range of operational requirements, staff

## REQUIRED SKILLS AND KNOWLEDGE

experience, level of responsibility and complexity of job task

- assessing requirements of track maintenance operation, including safety and welfare of staff and contractors
- assessing track materials for durability, environmental sustainability and economic viability
- communicating with racing officials, contractors and other personnel using assertive communication techniques to gather, interpret and relay information related to maintaining specialised non-turf track surfaces
- completing duties in accordance with safe operating procedures and nominated time frame
- complying with OHS and environmental legislation
- complying with organisational policies and procedures
- evaluating risks associated with track maintenance activities
- making effective decisions to resolve routine problems
- operating a range of equipment and machinery
- recognising faulty equipment, machinery and infrastructure
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supervising staff and contractor operations and procedures
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- common horse gait abnormalities
- hazards and potential hazards in the workplace and risk control procedures
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- protocols and procedures for communicating with racing officials and other relevant people
- purpose and comprehension of procedures related to track maintenance and renovation
- racetrack management operations and staff roles
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- reasonable understanding of applicable federal, state or territory legislation and regulations, and national standards and codes of practice relevant to full range of processes relating to own work role and responsibilities
- relevant rules of racing
- track construction and materials
- types of equipment and procedures for their operation and maintenance

## REQUIRED SKILLS AND KNOWLEDGE

- workplace specific and OHS requirements for engaging contractors.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when maintaining specialised non-turf track surfaces for racing
- implementation of procedures and timely techniques for the safe, effective and efficient application of specialised non-turf track surface maintenance requirements
- working with others to undertake and complete maintenance procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

#### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

## EVIDENCE GUIDE

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### Method of assessment

- a range of relevant training and racetracks
- materials and equipment relevant to assessing candidate's ability to maintain specialised non-turf track surfaces for racing
- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the



## RANGE STATEMENT

workplaces of the racing industry to maintain specialised non-turf track surfaces for racing. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Features of track construction*** may include:

- base course layer
- compressive strength
- general principles of road construction
- grading or profiling of subgrade
- materials, including:
  - fine crushed rock
  - road base or similar material
- preparation of subgrade layer
- proof rolling
- recycling capability of materials
- surface layer type and particle size
- surface layer depth
- subgrade compaction
- specialised surfaces, including Pro-Ride
- stability of materials
- thickness of base course.

***Specialised track materials*** may include:

- sands, soils and other track base and surface materials suitable for greyhound, harness or thoroughbred training and racing.

***Environmental sustainability*** may include:

- recycling capability of materials
- toxicity of materials.

***Economic viability*** may include:

- cost of establishment of specialised track
- ease of access to materials
- estimated racing days on nominated surface
- estimated training days on nominated surface
- expected life span of materials
- maintenance requirements.

***OHS requirements*** will include:

- adhering to responsibilities under OHS legislation and workplace practices
- national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare
- considering variables that influence behaviour of horses, such as:
  - fences and equipment
  - other persons or animals

## RANGE STATEMENT

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | <ul style="list-style-type: none"> <li>• vehicles</li> <li>• wind and noise</li> <li>• eliminating hazardous substances and materials</li> <li>• ensuring accident and emergency equipment is available and in good working order, including: <ul style="list-style-type: none"> <li>• fire safety equipment</li> <li>• first aid equipment for humans and animals</li> <li>• safety signage</li> </ul> </li> <li>• ensuring equipment, machinery and vehicles are safe and in proper working order</li> <li>• following accident and injury procedures</li> <li>• following safe operating procedures</li> <li>• identifying hazards and applying risk control measures</li> <li>• reporting unsafe work practices</li> <li>• using correct manual handling techniques, including: <ul style="list-style-type: none"> <li>• carrying</li> <li>• lifting</li> <li>• shifting</li> </ul> </li> <li>• wearing personal protective equipment.</li> </ul> |
| <b><i>Confines of track camber, fall and surface depth</i></b> may include: | <ul style="list-style-type: none"> <li>• animal injuries</li> <li>• animal gait abnormalities</li> <li>• centripetal force</li> <li>• circumference of track</li> <li>• greyhound and harness specific: <ul style="list-style-type: none"> <li>• banking</li> <li>• cushion</li> <li>• increases in degrees of banking</li> <li>• minimum safe banking</li> <li>• transition turns</li> <li>• underbanked semi-circular curves</li> </ul> </li> <li>• length of straight</li> <li>• minimum turn radius</li> <li>• sand and cinders depth (thoroughbred)</li> <li>• track drainage.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Daily, weekly and race meeting care requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• checking by visual inspection of defined surface layer</li> <li>• checking drainage pipes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## RANGE STATEMENT

***Considerations for when renovation is planned and budget presented*** will include:

- checking running rails and pegs, including visibility and structural integrity
- deep rip to remove deep-seated compaction as required
- dragging daily to ensure even surface
- ensuring satisfactory depth of surface layer
- harrowing daily on sand tracks and as needed on cinders tracks
- filling of hoof prints (harness and thoroughbred)
- irrigation to bind surface material
- power harrow to remove subsurface compaction as required
- renovation
- ripping as needed on cinders tracks
- rolling daily on sand tracks
- replacing materials
- screening (greyhound and harness).
- identifying defects, deterioration or deficiencies and establishing effect on asset performance
- determining renovation or remediation required
- determining club's funding arrangements for track renovation, for example asset management plans
- appropriating necessary maintenance resources, for example:
  - labour
  - monetary
- selecting appropriate renovation or rectification procedures
- estimating expected completion of execution of work
- developing maintenance and renovation programming, for example:
  - annual
  - five year
  - long-term.
- arranging safe systems of work:
  - how work is organised

***Engaging contractors or instructing staff in maintenance***

## RANGE STATEMENT

*procedures* will include:

- management of occupational stress and violence
- pace and procedures to prevent fatigue
- work arrangements
- work processes and safe operating procedures
- contractor-specific issues:
  - casual or fixed-term basis
  - control overwork and how services are to be performed
  - delegation
  - hours worked
  - legal risk
  - payment to contractor upon results achieved or completion of work
  - services and equipment provided
- implementing procedures for safe use, handling, storage and transport of plant and substances
- providing adequate facilities for welfare of employees and contractors:
  - drinking water
  - eating areas
  - shade
  - toilets.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Co-requisite units

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## RGRTRK303A Provide emergency animal assistance

### Modification History

Not Applicable

### Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to provide emergency animal assistance during trackwork, barrier trials and race meetings. It requires the ability to assist at the incident scene using safe greyhound or horse handling techniques; manage staff, public and racing personnel at the scene; and transport the injured or deceased animal from the incident scene in accordance with workplace OHS standards.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

### Application of the Unit

**Application of the unit** This unit of competency supports race club track personnel and others authorised to provide emergency animal assistance following track incidents.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

This unit can be contextualised for other industries while also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Provide assistance at incident scene.

1. Veterinarian, steward and/or ***other specialists*** are contacted when ***animal emergency*** occurs.
2. Assistance is provided to supervising personnel who are treating or assessing the animal.
3. OHS hazards are identified, risks assessed and procedures selected to avoid injury to personnel or animals .
4. ***Basic methods of restraint*** are applied to animal under

| ELEMENT                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | veterinary or specialist supervision.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Manage incident scene. | 5. Privacy screens are collected and installed if necessary.<br>6. Staff members are allocated to restrict public access to incident area.<br>7. <b>Consideration is given in the management of incident</b> of the distress of those associated with the injured animal and of the general public.<br>8. Discretion is used in the handling of a deceased animal.                                                                                                                                                                    |
| Transport animal.      | 9. <i>Vehicle and equipment are prepared</i> and transported to incident site.<br>10. <b>Animal-loading techniques</b> are selected to minimise risk of further injury to animal or injury to personnel.<br>11. Discretion is used in the loading of a deceased animal.<br>12. Animal is transported to designated review area.<br>13. Transport is arranged to <b>designated disposal area</b> after required samples have been collected.<br>14. Transport vehicle and equipment are cleaned and checked for operational readiness. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- adhering to safe handling and work practices when dealing with greyhounds or horses
- assessing greyhound or horse behaviour status
- allocating duties to staff based on incident or situation requirements, staff experience, level of responsibility and complexity of job task
- communicating with stewards, veterinarians, racing officials, personnel and others using assertive communication techniques to gather, interpret and relay information related to providing emergency animal assistance
- completing duties in accordance with safe operating procedures in a timely manner
- complying with OHS, environmental and animal welfare legislation
- complying with organisational policies and procedures
- driving vehicle safely
- evaluating risks associated with emergency animal assistance



## REQUIRED SKILLS AND KNOWLEDGE

- making effective decisions to resolve presenting problems
- operating a range of equipment and machinery
- recognising faulty equipment, machinery and infrastructure
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- supervising staff
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- avenues and procedures for personnel to access grief counselling
- greyhound or horse behaviour and communication traits
- hazards and potential hazards in the workplace and risk control procedures
- OHS and environmental legislative requirements
- organisational policies and procedures
- principles of effective communication
- protocols and procedures for communicating with stewards, veterinarians, racing officials and other relevant people
- protocols and procedures for emergency animal care
- race meeting track management operations and staff roles
- racing industry safety requirements, including safe operating procedures
- reasonable understanding of national and state codes of practice; federal, state and territory legislation; and local government regulations covering animal welfare related to handling and transporting injured greyhounds or horses
- relevant rules of racing
- types of equipment and procedures for their operation and maintenance.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and

## EVIDENCE GUIDE

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knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when providing emergency animal assistance
- implementation of procedures and timely techniques for safe, effective and efficient provision of emergency animal assistance
- working with others to undertake and complete emergency animal assistance procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### Context of and specific resources for assessment

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- greyhound or horse vehicle for transporting animals
- materials and equipment relevant to assessing candidate's ability to provide emergency animal assistance
- relevant racing track sites, such as training tracks and racecourses
- work instructions and related documentation.

### Method of assessment

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal

## EVIDENCE GUIDE

Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to provide emergency animal assistance. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Other specialists*** may include:

- Department of Agriculture personnel
- Department of Primary Industries personnel
- injured animal's insurance company representative
- local and state government emergency animal disease (EAD) contacts.

***Animal emergency*** may include:

- critical race meeting or training track injury requiring euthanasia, such as limb, neck and spinal injuries
- suspected EAD outbreak.

***Assistance provided to***

- assisting with crowd control

## RANGE STATEMENT

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***supervising personnel*** may include:

- assisting stewards or veterinarians, but not administering to animals
- following prescribed protocols
- providing details of animal ownership and insurance
- recording any information relevant to situation
- restraining animals
- stopping animals leaving premises, in the case of an EAD
- stopping entry of animals to premises, in the case of an EAD.

***OHS hazards*** may include:

- greyhounds or horses
- hazardous substances and chemicals
- machinery or equipment
- other people, including:
  - contractors
  - employees
  - visitors
- physical environment
- unsafe work practices
- zoonotic diseases.

***Risks assessment*** may include:

- conducting workplace site inspection audits
- consulting with employees or specialists
- monitoring safe work practices
- using a risk assessment matrix.

***Procedures to avoid injury to personnel and animals*** may include:

- applying OHS hierarchy of control model:
  - eliminate
  - substitute
  - engineer
  - administrative
  - personal protective equipment
- ensuring safe use and operation of equipment, including:
  - first aid
  - safety
  - personal protective clothing and equipment
- following accident and injury procedures
- following safe operating procedures
- using correct manual handling techniques, including:

## RANGE STATEMENT

|                                                                       |                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | <ul style="list-style-type: none"> <li>• carrying</li> <li>• lifting</li> <li>• shifting.</li> </ul>                                                                                                                                                                                                                                                               |
| <b>Basic methods of restraints used on animals</b> may include:       | <ul style="list-style-type: none"> <li>• chemical</li> <li>• physical.</li> </ul>                                                                                                                                                                                                                                                                                  |
| <b>Considerations made in the management of incident</b> may include: | <ul style="list-style-type: none"> <li>• positioning screens to block public view of incident site</li> <li>• providing information about where to obtain advice regarding access to counselling</li> <li>• taking care with language and making comments about prognosis</li> <li>• taking care with where people stand in order to block public view.</li> </ul> |
| <b>Factors considered when vehicle and equipment</b> are prepared:    | <ul style="list-style-type: none"> <li>• ensuring vehicle and equipment, for example slide, are in good working order</li> <li>• positioning vehicle for ease of access for loading animal to avoid public view and provide ease of departure.</li> </ul>                                                                                                          |
| <b>Animal-loading techniques</b> may include:                         | <ul style="list-style-type: none"> <li>• applying safe manual handling and lifting methods</li> <li>• using ropes and winches.</li> </ul>                                                                                                                                                                                                                          |
| <b>Designated disposal area</b> may include:                          | <ul style="list-style-type: none"> <li>• confirming area agreed to by stewards</li> <li>• existing arrangement with local waste disposal area.</li> </ul>                                                                                                                                                                                                          |

## Unit Sector(s)

**Unit Sector** Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

# RGRTRK401A Prepare track and facilities for race meetings

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to prepare track and facilities for race meetings as required by the relevant racing code. The unit includes preparing track and other race club facilities, equipment, machinery and infrastructure for a race meeting, monitoring track condition and operations during the meeting, overseeing the post-race clean-up, and scheduling required repairs and maintenance work. It requires the ability to maintain and monitor the organisation's policies, including workplace OHS standards relating to contractors, race club staff and others authorised to undertake work on racecourses. It also requires effective verbal and written communication skills to ensure adequate supervision of staff, and completion of related tasks and documentation.

This unit of competency operates in workplace environments of racing administration, kennels, stables, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports race club employees to prepare the racetrack and associated facilities for race meetings.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry. Consequently when performance criteria are applied they will relate to the greyhound or harness or thoroughbred code, and statements of attainment for this unit will reflect this distinction.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Plan for race meeting.

1. ***Race meeting requirements*** are clarified with race club personnel and stewards.
2. Pre-planning ***work roster*** with monthly, weekly and daily objectives is prepared.
3. Kennels or stables are cleaned, cameras checked for



| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | operation and <b>area is secured</b> according to workplace and stewards' requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Prepare track for racing.                       | <p>4. Race distances and track selection are verified.</p> <p>5. <b>Barriers, rails, starting boxes and jumps</b> are checked for operation and condition and moved into position as required.</p> <p>6. <b>Track condition</b> is verified in consultation with stewards prior to start and during race meeting and adjustments are made as required.</p> <p>7. Repairs are made to track surface between races as required.</p>                                                                                                                           |
| Oversee post-race meeting clean-up (pull down). | <p>8. Track surface is checked , repairs are arranged and <b>maintenance operations</b> are scheduled.</p> <p>9. Kennels or stables are cleaned, repaired and secured where necessary.</p> <p>10. Inventory is checked for return of all race club equipment.</p> <p>11. Damage to <b>equipment or infrastructure</b> is reported and repairs are initiated by following workplace procedures.</p> <p>12. Area is checked for <b>safety</b> and removal of all items, equipment or contractor supplies before site is declared open for regular access.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- allocating duties to staff based on a range of operational requirements, staff experience, level of responsibility and complexity of job task
- assessing race club and industry requirements associated with race meeting track and facilities, including safety, security, licensing, and staff and animal welfare
- communicating with stewards, racing officials and staff, licensed and registered personnel and others using assertive communication techniques to gather, interpret and relay information related to preparing track and facilities for race meetings
- completing duties in accordance with safe operating procedures and nominated time frame

## REQUIRED SKILLS AND KNOWLEDGE

- complying with OHS and environmental legislation
- complying with organisational policies and procedures
- evaluating risks associated with track and facility equipment and activities
- making effective decisions to resolve routine problems
- operating a range of equipment and technology
- preparing work rosters
- recognising faulty equipment, machinery and infrastructure
- reading and interpreting workplace documentation, including rules of racing
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- teamwork skills to ensure completion of job tasks
- written communication skills to complete workplace documentation and reports.

### Required knowledge

- detailed understanding of applicable federal, state or territory legislation and regulations, and national standards and codes of practice, including:
  - animal welfare
  - anti-discrimination and harassment
  - environmental and waste management
  - equal employment opportunity
  - industrial relations
  - OHS
- industry terminology related to racing operations and wider racing industry
- organisational policies and procedures
- principles of effective communication
- protocols and procedures for communicating with stewards, racing officials and other relevant people
- race meeting track and facility management operations and staff roles
- racing industry animal welfare requirements
- racing industry safety requirements, including safe operating procedures
- relevant rules of racing
- staff supervision, including rights and responsibilities of employees, supervisors, employers and contractors
- track condition relevant to applicable racing code
- track maintenance procedures relevant to applicable racing code
- types of equipment and procedures for their operation and maintenance.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to the specific industry sector and workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions that are to apply when preparing track and facilities for race meetings
- implementation of procedures and timely techniques for the safe, effective and efficient application of race meeting track and facility preparation
- working with others to undertake and complete preparation procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources or simulated environment approved by the relevant State Principal Racing Authority. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- materials and equipment relevant to assessing candidate's ability to prepare track and facilities for race meetings
- relevant racing industry work sites, such as racecourses, race meetings and related facilities
- work instructions and related documentation.

### **Method of assessment**

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

## EVIDENCE GUIDE

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks
- simulation exercises conducted in a State Principal Racing Authority approved simulated environment.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to effectively prepare track and facilities for race meetings. Workplaces include greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

***Race meeting requirements*** may include:

- access for contractors
- cleaning
- marquee or additional hospitality areas
- parking

## RANGE STATEMENT

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|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                         | <ul style="list-style-type: none"> <li>• power</li> <li>• reviewing contractors' safe operating procedures</li> <li>• risk management</li> <li>• security</li> <li>• signage</li> <li>• site or venue</li> <li>• speakers</li> <li>• suppliers</li> <li>• transport.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Work roster tasks</b> may include:                                   | <ul style="list-style-type: none"> <li>• checking operation and soundness of infrastructure and facilities, including:               <ul style="list-style-type: none"> <li>• barriers or starting boxes</li> <li>• distance markers</li> <li>• photo finish</li> <li>• public address system</li> <li>• race meeting kennels or stalls</li> <li>• semaphore board</li> <li>• signage</li> <li>• spectator viewing facilities or seating</li> <li>• surveillance towers</li> </ul> </li> <li>• erection and pull down of marquees</li> <li>• landscaping and grounds maintenance</li> <li>• track preparation, covering:               <ul style="list-style-type: none"> <li>• condition</li> <li>• irrigation pipes removal</li> <li>• machinery removal</li> <li>• rail condition and location</li> <li>• starting position of each race.</li> </ul> </li> </ul> |
| <b>Area is secured to ensure :</b>                                      | <ul style="list-style-type: none"> <li>• identification of race staff and participants is verified</li> <li>• maintenance of integrity in relation to swabs</li> <li>• maintenance of restricted areas</li> <li>• presentation of correct horses at meetings</li> <li>• staff and race participant safety.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Checks of barriers, rails, starting boxes and jumps</b> may include: | <ul style="list-style-type: none"> <li>• barriers:               <ul style="list-style-type: none"> <li>• battery</li> <li>• communication systems between starter and driver</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## RANGE STATEMENT

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>• damage</li> <li>• fuel, oil, power steering and transmission fluid</li> <li>• lights</li> <li>• tyre pressure</li> <li>• water</li> <li>• rails: <ul style="list-style-type: none"> <li>• inside and outside running rails</li> <li>• sound posts, rails and fittings</li> <li>• no exposed pins or ends (caps required)</li> <li>• no joint protrusions</li> <li>• visibility satisfactory with no discolouration</li> </ul> </li> <li>• starting boxes: <ul style="list-style-type: none"> <li>• battery charge</li> <li>• electric start</li> <li>• front door and rear door springs operational</li> <li>• removal of debris</li> <li>• sound structure with no corrosion</li> <li>• switch operational</li> <li>• wiring safe</li> </ul> </li> <li>• jumps: <ul style="list-style-type: none"> <li>• no exposed pins</li> <li>• no joint protrusions</li> <li>• removal of debris</li> <li>• sound posts, rails and fittings</li> <li>• visibility.</li> </ul> </li> </ul> |
| <b>Track condition verification</b> will include:          | <ul style="list-style-type: none"> <li>• debris on track</li> <li>• moisture content</li> <li>• rail position and condition</li> <li>• turf, dirt or synthetic surface maintenance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Repairs to track surface between races</b> may include: | <ul style="list-style-type: none"> <li>• grading</li> <li>• replacing divots</li> <li>• watering.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Track maintenance operations schedule</b> may include:  | <ul style="list-style-type: none"> <li>• conducting condition assessment, including: <ul style="list-style-type: none"> <li>• identifying defects, deterioration or deficiencies and establishing effect on asset performance</li> <li>• determining maintenance or remediation required</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## RANGE STATEMENT

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- allocating necessary maintenance resources, for example:
  - labour
  - monetary
- selecting appropriate rectification procedure
- scheduling maintenance work that may include:
  - aeration for turf tracks
  - de-compaction annually on turf tracks
  - de-thatching
  - deep rip as required
  - dragging daily
  - harrowing daily on sand tracks and as needed on cinders tracks
  - herbicide and insecticide use
  - irrigation to bind surface material
  - fertilising
  - filling of hoof prints
  - fungicide use
  - mowing appropriate for season
  - nematicide use
  - power harrow as required
  - ripping as needed on cinders tracks
  - rolling daily on sand tracks
  - replacing divots
  - scarifying
  - top dressing if required
  - turf track aeration.

***Equipment or infrastructure*** may include:

- electrical boards
- fire safety equipment
- irrigation pipes and sprinklers
- lighting
- mirror box
- mobile starting barriers
- photo finish equipment
- public address system
- rails
- starting boxes
- spectator seating
- track maintenance equipment or machinery

## RANGE STATEMENT

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*Post-race safety check* will include:

- tractors and harrows.
- identifying hazards
- controlling and minimising risks
- eliminating hazardous substances and materials
- ensuring equipment, machinery and vehicles are safe and in proper working order, including:
  - barriers
  - lures
  - starting boxes
- following accident and injury procedures
- following safe operating procedures
- scheduling identified facilities' repairs and maintenance
- using correct manual handling techniques, including:
  - carrying
  - lifting
  - shifting.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**



## Functional Area

**Functional Area**

Racing common

# RGRTRK402A Relate animal welfare to track and environmental conditions

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to relate the injuries and performance of racing animals to external conditions and present options for improving performance and safety. The unit requires competence in determining track rating and condition and using basic technology. It also requires the demonstration of skills associated with consistent identification of a range of animal welfare issues related to the exercise of racing animals on trial, training and racing tracks.

This unit of competency operates in workplace environments of racing administration, stables, kennels, racecourses and public areas.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Check with your State Principal Racing Authority for current license or registration requirements.

## Application of the Unit

### Application of the unit

This unit of competency supports racetrack supervisors, stewards and other industry personnel in identifying a range of racing animal welfare issues that may be related to track design and condition, and presenting options for improving external conditions.

Competencies attained in this unit apply to the greyhound, harness and thoroughbred codes of the industry.

Consequently when performance criteria are applied they will relate to either the greyhound code or harness code or the thoroughbred code and statements of attainment will reflect this distinction.

This unit can be contextualised for other industries while

also maintaining the integrity of the unit.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Prerequisite units

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

Relate animal physiology to environmental conditions.

1. ***Animal cooling mechanisms*** are researched and efficiency is related to ambient temperature and humidity.

| ELEMENT                                                                                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relate animal performance to common racing illnesses.                                                        | <ol style="list-style-type: none"> <li>2. Influence of other <b>climatic conditions</b> on animal performance is identified.</li> <li>3. <b>Digestive distress</b> is related to track and environmental conditions.</li> <li>4. <b>Respiratory distress</b> is related to track and environmental conditions.</li> <li>5. <b>Nervous distress</b> is related to track and environmental conditions.</li> </ol>                                                                                                                                                                                                                                                                                                              |
| Relate animal injuries and performance to track design and surfaces.                                         | <ol style="list-style-type: none"> <li>6. <b>Track camber and tightness</b> of turns are related to performance injuries.</li> <li>7. <b>Track density and track materials</b> are related to performance injuries.</li> <li>8. Grading, mowing and watering techniques are related to animal performance.</li> <li>9. Impact of weather on track surfaces and animal performance is discussed.</li> </ol>                                                                                                                                                                                                                                                                                                                   |
| Measure factors that may affect animal performance and discuss options for improving performance and safety. | <ol style="list-style-type: none"> <li>10. Track density and moisture content are measured and results interpreted using standard <b>industry tools</b>.</li> <li>11. Ambient temperature and humidity are measured and results interpreted using standard industry tools.</li> <li>12. Track rating is determined using industry standard definitions.</li> <li>13. Options for improving track conditions for optimal greyhound or horse performance and safety are evaluated.</li> <li>14. Overall <b>weather conditions</b> are evaluated to determine whether racing can continue.</li> <li>15. Justification for adjusting or not adjusting track or environmental conditions is presented to stakeholders.</li> </ol> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- applying OHS and environmental work procedures
- assessing an individual animal's general health status

## REQUIRED SKILLS AND KNOWLEDGE

- communicating with stewards, racing officials, and licensed and registered personnel using assertive communication techniques to gather, interpret and relay information relating to track and environmental conditions and animal welfare
- conducting continuous improvement processes
- consulting concisely and effectively with colleagues and team members
- evaluating advantages or disadvantages of a variety of potential solutions to problems
- identifying racing animal behaviour patterns
- operating a range of equipment and technology
- reading and interpreting workplace documentation, including rules of racing
- researching information
- relating to people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- using measuring devices.

### Required knowledge

- common racing animal behaviour traits
- communication procedures, including reporting lines within the workplace and wider racing industry
- climatic conditions
- clinical signs related to gastric, respiratory and nervous conditions in racing animals
- clinical signs of lameness in racing animals
- factors that affect hydration status of racing animals
- hazards and potential hazards in the workplace and risk control procedures
- mathematical procedures for estimating, measuring and calculating
- OHS and environmental legislative requirements
- race meeting protocols and reporting requirements
- racing industry animal welfare requirements
- rules of racing
- track construction and design
- track ratings and condition
- types of equipment and procedures for their operation and maintenance.

## Evidence Guide

### EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the

## EVIDENCE GUIDE

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of requirements, procedures and instructions that are to apply when relating animal welfare to track and environmental conditions
- demonstration of determination of track ratings and condition using basic technology
- implementation of procedures and timely techniques for the safe, effective and efficient application of judgement and skills associated with identifying a range of animal welfare issues related to race meeting operations and rules of racing
- working with others to undertake and complete procedures that meet required outcomes.

Evidence should be collected over a period of time in a range of workplace-relevant contexts and include dealings with an appropriate range of situations.

### **Context of and specific resources for assessment**

Competency must be assessed in a racing workplace that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- industry-supervised access to a range of racetracks, race meetings, trackwork and kennels or stables relevant to the applicable racing code
- supervised access to racing or race-retired animals with illnesses and injuries outlined in the range statement
- materials and equipment relevant to assessing candidate's ability to relate animal welfare to track and environment conditions, including:
  - DVDs or videos of animal locomotion

## EVIDENCE GUIDE

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### Method of assessment

- standard industry tools
- veterinary reports, scans and x-rays
- work instructions and related documentation.

Assessment methods must satisfy the endorsed Assessment Guidelines of the Racing Training Package.

The suggested strategies for the assessment of this unit are:

- written and/or oral assessment of candidate's required knowledge
- observed, documented and firsthand testimonial evidence of candidate's application of practical tasks.

Evidence is required to be demonstrated over a period of time, therefore where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

### Guidance information for assessment

Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

The range statement provides details of how this competency can be used in the workplaces of the racing industry to relate animal welfare to track and environmental conditions. Workplaces include greyhound kennels, harness and thoroughbred stables as well as greyhound, harness and thoroughbred racecourses, training tracks, administration buildings and public areas.

## RANGE STATEMENT

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Aspects of ***animal cooling mechanisms*** that may affect performance include:

- behavioural indicators
- care of animals at race meetings, including:
  - allowing access to water before racing and after travelling long distances or sweating heavily
  - ensuring animal has access to water after racing
  - ensuring animal is hosed repeatedly after racing, and scraping or towelling after each hosing
  - allowing animal to stand in breezy, shaded area
- greyhounds are unable to sweat, cooling is by way of evaporation of moisture from the lungs and air passages
- horses cool by sweating unless suffering anhidrosis
- increases in humidity reduce evaporation effect and reduce ability of animal to maintain appropriate body temperature
- increased muscle breakdown caused by heat stress resulting in myoglobinuria and/or severe body breakdown
- loss of water from animal's body by evaporation in effort to maintain body temperature results in dehydration
- monitoring of hydration level at race meetings following travelling, excitability, heavy sweating and access to water prior to racing
- overheating may lead to heat exhaustion or stroke
- temperature data logging systems
- warm down, cool off, fitness level, rectal temperature and water cooling points, including:
  - belly
  - head
  - legs
  - neck.

***Climatic conditions*** may include:

- altitude
- cold and fog
- high humidity



## RANGE STATEMENT

***Digestive distress*** may include:

- prevailing air pollution level, which may exacerbate climatic conditions
- wind and wind chill.
- conditions that may result in suboptimal racing performance, including:
  - colic
  - dysphagia
  - stomach ulcers.

***Respiratory distress*** may be evidenced by:

- bleeding or exercise-induced pulmonary haemorrhage (EIPD)
- chronic coughing or pharyngeal lymphoid hyperplasia (PLH)
- heart rate before and after race
- inflammatory airway disease (IAD)
- upper respiratory inflammation
- reactive airway disease (RAD)
- recovery time after exercise
- respiration rate and aerobic performance
- thumps or synchronous diaphragmatic flutter (SDF).

***Nervous distress*** may be indicated by:

- diarrhoea, possibly due to gastrointestinal disturbances associated with travel to race meeting
- dysphagia
- exertional rhabdomyolysis (tying up)
- muscle cramps
- shivering
- overheating
- dehydrating
- twitching or kicking.

Impact from ***track camber and tightness*** of turns on performance injuries may include:

- bone and soft tissue injuries, including:
  - arthritis
  - bowed tendons
  - bone chips
  - bursitis
  - muscle damage
  - shin soreness
  - strained fetlock joints
  - suspensory and check ligament
  - tendonitis

## RANGE STATEMENT

Impact from ***track density and track materials*** on performance injuries may include:

- greyhound or horse reaction to different surfaces, cambers, inclines, turns or slopes
- harness camber compared to thoroughbred camber
- turn radius, camber and speed entering the turn.
- hard surfaces near chutes and crossing may cause more severe injuries
- impact caused by turf roots of kikuyu and cool season grass
- track density based on:
  - track materials
  - track drainage and irrigation
  - underlying track geology
- track materials, including:
  - cinders
  - dirt
  - grass
  - rubberised dirt
  - sand
  - synthetic grass
- range of surfaces for different training regimes and workloads
- thatch and mowing height.

***Grading, mowing and watering techniques*** relate to animal performance by:

- excessive grading in wet or heavy conditions may impact on animal's exercise intensity
- lack of watering causing dusty conditions may cause respiratory distress
- track condition and rating (e.g. fast, good, dead, slow or heavy going) may exacerbate animal's existing injury and relate directly to new injuries
- uneven track marks due to rushed grading may cause impact on animal's action
- uneven dragging may cause 'false footing'
- uneven rolling may cause 'bridging', resulting in 'false footing'.

Standard ***industry tools*** may include:

- barometer
- moisture meter
- penetrometer
- rain gauge

## RANGE STATEMENT

Considerations when evaluating **options** for improving track conditions may include:

**Track conditions for optimal greyhound or horse performance** are defined as:

**Weather conditions** evaluation as set down in:

Areas to be considered when presenting **justification for adjusting or not adjusting track or environmental conditions** will include:

- thermometer
- wind speed measurement.
- achievable and realistic actions on a given race day
- long-term renovation of track
- short-term management of track.
- industry-agreed track conditions to suit majority of starters, not an individual greyhound's or horse's preferred conditions.
- guidelines for racing animal welfare
- rules of racing.
- animals
- general public
- image of racing
- options that are feasible or not feasible within time available, budget or resource constraints
- options that provide the opportunity to improve potential performance or increase or decrease risk of illness or injury.

## Unit Sector(s)

**Unit Sector**

Greyhound, harness and thoroughbred racing codes

## Co-requisite units

**Co-requisite units**

## Functional Area

|                 |               |
|-----------------|---------------|
| Functional Area | Racing common |
|-----------------|---------------|

## ACMCAN311A Care for young animals

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency covers the process of monitoring the general health and wellbeing of young animals that may be either rescued native wildlife or captive animals being naturally or artificially reared.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>The unit is applicable to wildlife animal keepers or carers who are expected to perform tasks under supervision.</p> <p>In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify and assist with animal care needs                  | <p>1.1. <b><i>Suitable environment</i></b> for rearing young animals is prepared and maintained in accordance with <b><i>occupational health and safety (OHS)</i></b> requirements.</p> <p>1.2. Appropriate <b><i>care program</i></b> is developed to ensure the health and wellbeing of animals.</p> <p>1.3. Assistance is provided in operating and maintaining <b><i>controlled environments</i></b> in accordance with facility policies and procedures.</p> <p>1.4. <b><i>Risks to animals</i></b> associated with artificial rearing are identified and minimised.</p> |
| 2. Monitor health and nutrition requirements for young animals | <p>2.1. Dietary and feeding requirements of young animals are prepared and stored in accordance with facility policies and procedures.</p> <p>2.2. <b><i>Growth and general condition</i></b> of animals are monitored.</p>                                                                                                                                                                                                                                                                                                                                                   |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                              |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>2.3. <b>Weaning</b> procedures are followed for nominated species where appropriate.</p> <p>2.4. Pre-release activities are conducted under supervision, where appropriate.</p> <p>2.5. <b>Records</b> are maintained in accordance with facility policies and procedures.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- employ safe, humane and environmentally responsible organisational systems and procedures when handling and working with young animals
- identify signs and symptoms of disease and ill thrift in young animals
- implement facility policies and procedures
- maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection
- maintain records
- monitor animal health and condition and recognise abnormalities
- literacy skills to read and follow facility policies and procedures, including OHS and waste management; follow treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills/language to fulfil the job role as specified by the facility, including questioning techniques, active listening, asking for clarification from supervisors and consulting with supervisors
- numeracy skills to estimate, calculate and record routine workplace measures
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and prioritise daily tasks
- use safe manual handling techniques and/or equipment
- use safe waste handling and disposal procedures.

#### Required knowledge

- anatomy structure and physiology features of the relevant animal groups related to caring for young animals

**REQUIRED SKILLS AND KNOWLEDGE**

- concepts of imprinting and socialisation
- feeding and husbandry requirements for artificially raised animals
- formula types for common species
- housing requirements for mother and young where relevant
- normal and abnormal animal behaviour
- pre-release activities
- range of risks to animals being artificially fed
- release strategies
- relevant facility policies and procedures, including OHS, animal welfare, ethics, hygiene standards and other industry guidelines
- relevant federal and state or territory legislation and codes of practice
- safe animal handling techniques and procedures
- safe work practices
- weaning management
- workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competence in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can:

- provide appropriate environments and care programs to meet the needs of a range of young animals
- assist in artificially rearing animals
- monitor the health and nutrition of young animals to ensure their overall growth and wellbeing
- prepare animals for release into a captive or natural habitat environment.



| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | The skills and knowledge required to care for young animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context of and specific resources for assessment</b> | <p>Assessment of this unit is to be practical in nature and will be most appropriately assessed in a captive animal workplace.</p> <p>There must be access in this situation to a range of young animals as well as the appropriate equipment and/or resources to enable one to demonstrate competence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Method of assessment</b>                             | <p>To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities.</p> <p>The assessment strategy must include practical skills assessment. Suggested strategies for this unit are:</p> <ul style="list-style-type: none"> <li>• written and/or oral assessment of candidate's required knowledge</li> <li>• observed, documented and first-hand testimonial evidence of candidate's application of practical tasks</li> <li>• simulation exercises that reproduce normal work conditions</li> <li>• third-party evidence</li> <li>• workplace documentation</li> <li>• portfolio.</li> </ul> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p> |
| <b>Guidance information for assessment</b>              | Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Suitable environments*** may include:

- appropriate level of barrier nursing
- consideration of appropriate housing for the mother
- reduced noise or light
- screening or privacy from the public
- separation of the young from other animals or mate
- simulated natural habitats.

***OHS*** risks when working with animals may include:

- animal bites, envenomation, kicks, scratches and crush injuries
- biological hazardous waste and sharps disposal
- handling of chemicals and medicines
- inhalation of aerosol particles
- intraocular contamination
- manual handling, including carrying, lifting and shifting
- needle pricks and cuts from other sharps
- release of infective agents (animal and human)
- slippery or uneven work surfaces
- zoonoses.

***Care program*** may include:

- appropriate environment
- nutritional requirements
- teaching animals to catch their own food
- providing animals with materials to create their own living environment
- providing socialisation opportunities with other animals.

***Controlled environment*** may include:

- brooders
- food dictated by breeding and growth patterns
- heat pads
- hospital cages

| RANGE STATEMENT                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <ul style="list-style-type: none"> <li>• humidicribs</li> <li>• incubators</li> <li>• invertebrate breeding cages.</li> </ul>                                                                                                                                                                                                                                                                               |
| <b>Risks to animals</b> during artificial feeding may include: | <ul style="list-style-type: none"> <li>• acquisition of aberrant behaviours</li> <li>• aspiration</li> <li>• imprinting</li> <li>• infection</li> <li>• lack of socialisation</li> <li>• pneumonia.</li> </ul>                                                                                                                                                                                              |
| <b>Growth and general condition</b> monitoring may include:    | <ul style="list-style-type: none"> <li>• appearance of the body or coat</li> <li>• body measurements</li> <li>• monitoring weight</li> <li>• temperature.</li> </ul>                                                                                                                                                                                                                                        |
| <b>Weaning</b> may involve:                                    | <ul style="list-style-type: none"> <li>• changing the diet</li> <li>• introducing alternative feeding strategies</li> <li>• weaning from human contact.</li> </ul>                                                                                                                                                                                                                                          |
| <b>Records</b> may include:                                    | <ul style="list-style-type: none"> <li>• those required by legislation and facility policies and procedures: <ul style="list-style-type: none"> <li>• animal identification and health records</li> <li>• facility breeding program records, if applicable</li> <li>• yearly returns to relevant state or territory bodies detailing the survival of all wildlife held, if required.</li> </ul> </li> </ul> |

## Unit Sector(s)

|             |                 |
|-------------|-----------------|
| Unit sector | Captive animals |
|-------------|-----------------|

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

# ACMGAS301A Maintain and monitor animal health and wellbeing

## Modification History

Not applicable.

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                         |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit of competency covers the process of following animal health management practices to monitor animal health via daily observations of behaviour and condition.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit is applicable to those working in animal care industry sectors where it may be necessary to care for a range of animal species and to monitor the wellbeing of healthy, ill or injured animals by observing and measuring indicators of ideal and poor development or response to treatments. These animals may be being kept long term in the workplace or being raised or prepared for sale, rehousing or release to their native habitat.</p> <p>In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

| Prerequisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Employability Skills Information

| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Follow <b><i>animal</i></b> health management practices | <p>1.1. <b><i>Personal health and hygiene standards</i></b> are maintained in accordance with <b><i>occupational health and safety (OHS)</i></b> and organisation policies and procedures.</p> <p>1.2. <b><i>Animal diseases</i></b> and their impact on animals and humans are identified.</p> <p>1.3. Broad categories of <b><i>parasitic infestations</i></b> are identified.</p> <p>1.4. <b><i>Quarantine</i></b> areas are prepared and maintained in accordance with quarantine protocols</p> |

| ELEMENT                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <p>1.5. Animals requiring quarantine are identified and isolated.</p> <p>1.6. Quarantine records are maintained in accordance with organisation policies and procedures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2. Monitor and maintain the physical wellbeing of animals       | <p>2.1. Different types of animal's anatomy and physiology are identified, compared and examined to determine physical appearance, particular body structures and observation recording requirements.</p> <p>2.2. <b>Indicators of animal health</b> are regularly monitored and tested in accordance with organisation standard operating procedures and facility demarcation/quarantine requirements involving movement of animals within or between facilities.</p> <p>2.3. The <b>physical environment of animals</b> is assessed for evidence of problems that may affect the physical wellbeing of animals</p> <p>2.4. Animal activity monitoring and health information and records are maintained in accordance with organisation standard operating procedures.</p> |
| 3. Identify and report signs of ill health or injury in animals | <p>3.1. <b>Signs of illness or injury</b> are recognised and reported to supervisor.</p> <p>3.2. <b>Abnormal animal behaviour and conditions</b> are recognised and reported to supervisor.</p> <p>3.3. <b>Samples</b> are collected correctly and recorded as directed in accordance with organisation policies and procedures.</p> <p>3.4. Sick or injured animals are separated from other animals, as required, and cared for in accordance with supervisor or veterinary advice.</p> <p>3.5. Animals that are ill or injured are handled in accordance with OHS and legislative requirements, relevant codes of practice and organisation policies and procedures.</p>                                                                                                  |
| 4. Administer and record animal treatments                      | <p>4.1. <b>Authorised animal treatments</b> are administered under supervision and dosages recorded in accordance with organisation policies and procedures.</p> <p>4.2. <b>Routine preventative health treatments</b> are regularly monitored, administered and recorded in accordance with organisation standard operating procedures.</p> <p>4.3. Appropriate storage of treatments is identified and used in accordance with organisation policies and</p>                                                                                                                                                                                                                                                                                                               |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                         |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>procedures.</p> <p>4.4. Records relating to animal health status, before and after treatment, and to the specific nature of treatment provided are completed in accordance with organisation policies and procedures.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- complete relevant work-related documents
- employ safe and environmentally responsible organisational systems and procedures when handling animals
- maintain the highest standards of personal and workplace hygiene and infection control at all times to reduce the risk of infection and cross-infection
- participate in arrangements for maintaining the health and safety of all people and animals in the workplace
- take and record animals temperature, pulse, respiration and hydration indicators where appropriate
- literacy skills to read and follow organisational policies and procedures, including OHS and animal welfare; follow sequenced written instructions; and record information accurately and legibly
- oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- numeracy skills to estimate, calculate and record routine workplace measures
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- problem-solving skills to assess appropriate practices and prioritise daily tasks
- use personal protective clothing and equipment correctly
- use safe manual handling techniques and/or equipment
- use safe waste handling and disposal procedures.

#### Required knowledge

- anatomical and physiological terminology and glossary of terms
- anatomical and physiological structures and functions related to animal health and wellbeing



**REQUIRED SKILLS AND KNOWLEDGE**

- broad categories of parasitic infestations
- common diseases, ailments, injuries and other impacts on animal health and wellbeing
- housing, exercise, social and activity needs of animals
- indicators of poor response to treatment or management of young, ill, injured or compromised animals
- indicators of recovery from illness or injury
- methods used to measure, interpret and record animals weight and other objective measures of animal health
- principles of animal welfare and ethics
- relevant OHS and animal welfare legislative requirements and codes of practice
- quarantine protocols
- safe work practices
- terminology used to describe and document health and behavioural signs and symptoms
- workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competence in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can:

- carry out routine, consistent monitoring of animal health and physical wellbeing
- maintain personal health and a hygienic work environment
- follow quarantine protocols as required
- identify good health, illness, injury and abnormal behaviour in animals and report to supervisor
- administer authorised animal treatments and

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>implement routine preventative health programs as directed</p> <ul style="list-style-type: none"> <li>maintain accurate animal activity monitoring, health, treatment and quarantine records.</li> </ul> <p>The skills and knowledge required to maintain and monitor animal health and wellbeing must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Context of and specific resources for assessment</b> | <p>Assessment of this unit is to be practical in nature and will be most appropriately assessed in an animal care industry sector workplace in which candidates are working or in a situation that reproduces normal work conditions. Workplaces can include pet shops, breeding or boarding kennels and catteries, aviaries, companion animal training, grooming establishments, animal shelters, zoos, wildlife parks, mobile animal facilities and animal technology facilities.</p> <p>There must be access in either situation to a range of animals as well as relevant information, equipment and/or resources to enable one to demonstrate competence. Assessment must be relevant to the industry sector in which candidates are working and must cover a minimum of one species from at least two of the six major animal groups OR at least three breeds from within one of the six major animal groups (mammals, fish, birds, amphibians, reptiles, invertebrates).</p> |
| <b>Method of assessment</b>                             | <p>To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances over a number of assessment activities.</p> <p>The assessment strategy must include practical skills assessment. Suggested strategies for this unit are:</p> <ul style="list-style-type: none"> <li>written and/or oral assessment of candidate's required knowledge</li> <li>observed, documented and first-hand testimonial evidence of candidate's application of practical tasks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• simulation exercises that reproduce normal work conditions</li> <li>• third-party evidence</li> <li>• workplace documentation</li> <li>• portfolio.</li> </ul> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p> |
| <b>Guidance information for assessment</b> | Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).                |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                 |
| <b><i>Animals</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• animals commonly encountered within the industry workplace and may cover both native and introduced species</li> <li>• animals from the six major animal groups (mammals, birds, reptiles, amphibians, fish and invertebrates).</li> </ul>                                             |
| <b><i>Personal health and hygiene standards</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• appropriate handling reprocessing of reusable equipment</li> <li>• aseptic technique</li> <li>• cover cuts and abrasions with waterproof dressing and change as necessary</li> <li>• maintain personal immunisation/vaccination requirements for working with animals where</li> </ul> |

| <b>RANGE STATEMENT</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>required</p> <ul style="list-style-type: none"> <li>• personal hygiene practices especially washing and drying hands before and after animal contact and/or any activity likely to cause cross-contamination</li> <li>• safe handling and disposal of sharps and other clinical, related and general waste</li> <li>• use of personal protective clothing and equipment and change as appropriate for the intended use.</li> </ul>                                                                                                                                                   |
| <b>OHS</b> risks when working with animals may include: | <ul style="list-style-type: none"> <li>• animal bites, envenomation, kicks, scratches and crush injuries</li> <li>• biological hazardous waste and sharps disposal</li> <li>• handling of chemicals and medicines</li> <li>• gas leakage</li> <li>• inhalation of aerosol particles</li> <li>• intraocular contamination</li> <li>• manual handling, including carrying, lifting and shifting</li> <li>• needle pricks and cuts from other sharps</li> <li>• release of infective agents (animal and human)</li> <li>• slippery or uneven work surfaces</li> <li>• zoonoses.</li> </ul> |
| <b>Animal diseases</b> may include:                     | <ul style="list-style-type: none"> <li>• infectious diseases: <ul style="list-style-type: none"> <li>• bacteria</li> <li>• fungi</li> <li>• internal and external parasites</li> <li>• virus</li> <li>• zoonoses</li> </ul> </li> <li>• non-infectious diseases: <ul style="list-style-type: none"> <li>• allergies</li> <li>• chemical toxicities</li> <li>• genetic</li> <li>• metabolic</li> <li>• neoplastic</li> <li>• nutritional</li> <li>• physical traumas.</li> </ul> </li> </ul>                                                                                             |
| <b>Parasitic infestations</b> may include:              | <ul style="list-style-type: none"> <li>• external parasites: <ul style="list-style-type: none"> <li>• fleas, mites, lice or ticks</li> <li>• flies and midges</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

| <b>RANGE STATEMENT</b>                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>• classes of internal parasites:               <ul style="list-style-type: none"> <li>• cetoda</li> <li>• nemotoda</li> <li>• trematoda.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Quarantine</b> requirements may include:                | <ul style="list-style-type: none"> <li>• procedures and hygiene standards applied</li> <li>• reasons for quarantine</li> <li>• maintaining required records</li> <li>• quarantine periods for various species.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Indicators of animal health</b> monitoring may include: | <ul style="list-style-type: none"> <li>• observing and reporting unusual behaviour for nominated animal:               <ul style="list-style-type: none"> <li>• aggression or docility (depending on animal)</li> <li>• disinterest in surroundings, other animals, people or usual stimuli</li> <li>• excessive licking, scratching and rubbing</li> <li>• lethargy</li> <li>• nest building</li> <li>• self mutilation</li> <li>• trembling</li> <li>• vocalising</li> </ul> </li> <li>• observing and reporting indicators of illness or injury:               <ul style="list-style-type: none"> <li>• bleeding</li> <li>• changes in drinking or eating patterns</li> <li>• lameness or reluctance to move and vocalising when attempting to move</li> <li>• swelling</li> <li>• unusual amounts, colour or texture of faeces.</li> </ul> </li> </ul> |
| <b>Physical environment of animals</b> may include:        | <ul style="list-style-type: none"> <li>• absence or presence of vermin and pests</li> <li>• ability to maintain appropriate hygiene standards to ensure animal health</li> <li>• ability to maintain enclosure security</li> <li>• access to sunlight,</li> <li>• air flow and draught</li> <li>• construction materials of enclosure, housing, bedding, feed and water containers, behaviour enrichment items and floor surface</li> <li>• location of enclosure and construction materials that may provide for or hinder positive</li> </ul>                                                                                                                                                                                                                                                                                                            |

| <b>RANGE STATEMENT</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | <ul style="list-style-type: none"> <li>behavioural stimulation</li> <li>location of enclosure in regard to other animals, noise and other potentially threatening or challenging stimuli</li> <li>protection from weather extremes (e.g. heat, cold, precipitation and wind)</li> <li>temperature range in enclosure and in housing area</li> </ul>                                                                                                                                                                                                                                                                                |
| <b><i>Signs of illness or injury</i></b> may include:               | <ul style="list-style-type: none"> <li>chewing or licking own body excessively</li> <li>defensive behaviours</li> <li>drooling and regurgitating food</li> <li>excessive drinking</li> <li>excessive rolling</li> <li>general changes in normal behaviour or routines</li> <li>lameness</li> <li>listlessness or disinterest in surroundings</li> <li>presence of blood, swelling, excessive heat</li> <li>reluctance or refusal to eat or drink</li> <li>reluctance to move</li> <li>sweating</li> <li>yelping or other vocalising when touched or if animal attempts to move or perform particular tasks or grooming.</li> </ul> |
| <b><i>Abnormal animal behaviour and conditions</i></b> may include: | <ul style="list-style-type: none"> <li>aggression in non-aggressive species</li> <li>cannibalism</li> <li>reluctance to eat and drink, socialise or move in relation to the usual patterns for nominated species</li> <li>repetitive movements or behaviours that prevent the animal from functioning normally or lead to injury.</li> </ul>                                                                                                                                                                                                                                                                                       |
| <b><i>Samples</i></b> may include:                                  | <ul style="list-style-type: none"> <li>blood</li> <li>faeces</li> <li>hair</li> <li>muscle</li> <li>saliva</li> <li>semen</li> <li>skin</li> <li>uterine secretions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><i>Authorised animal treatments</i></b>                          | <ul style="list-style-type: none"> <li>treatments used in the routine preventative</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| may include:                                                      | <p>health care of animals that are available over the counter and have been approved by supervisor or are part of the approved animal care plan</p> <ul style="list-style-type: none"> <li>• treatments prescribed by a veterinarian.</li> </ul>                                                             |
| <b><i>Routine preventative health treatments</i></b> may include: | <ul style="list-style-type: none"> <li>• control of parasites</li> <li>• grooming</li> <li>• immunisation/vaccinations as required</li> <li>• insect control</li> <li>• quarantine</li> <li>• routine health check-up</li> <li>• routine observation of waste elimination and faecal examination.</li> </ul> |

## Unit Sector(s)

|                    |                        |
|--------------------|------------------------|
| <b>Unit sector</b> | General animal studies |
|--------------------|------------------------|

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## AHCAGB402A Analyse and interpret production data

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                 |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the analysis and interpretation of production data and defines the standard required to: collect and organise data; analyse and interpret data; present data with conclusions. |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to farm supervisors who collect and use data from animal production, crop and horticultural production activities. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|



## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1. Collect and organise production data | <p>1.1. Information is collected and organised in a format suitable for analysis and interpretation in accordance with enterprise requirements.</p> <p>1.2. Information held by the production unit is assessed for accuracy and relevance in line with enterprise requirements.</p> <p>1.3. Methods of collecting data are reliable and make efficient use of resources in accordance with organisational requirements.</p> <p>1.4. Business equipment is used to access, organise and monitor data in accordance with organisational requirements.</p> <p>1.5. Information is updated, modified, maintained and stored in accordance with organisational requirements.</p> |
| 2. Analyse and interpret data           | <p>2.1. Objectives of analysis are clearly defined and consistent with enterprise requirements.</p> <p>2.2. Methods of data analysis are reliable and suitable to research purposes.</p> <p>2.3. Assumptions used in analyses are clear, justified and consistent with enterprise objectives.</p> <p>2.4. Conclusions are supported by evidence and contribute to the achievement of business objectives.</p>                                                                                                                                                                                                                                                                |
| 3. Present data                         | <p>3.1. Data are prepared in an appropriate format, style and structure using suitable business technology.</p> <p>3.2. Structure and format of reports are clear and conform to enterprise requirements.</p> <p>3.3. Findings are reported and distributed in accordance with enterprise requirements.</p> <p>3.4. Feedback and comments on suitability and sufficiency of findings is obtained in accordance with</p>                                                                                                                                                                                                                                                      |

| ELEMENT | PERFORMANCE CRITERIA     |
|---------|--------------------------|
|         | enterprise requirements. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- collect and organise production data
- analyse and interpret data
- present data
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- the relevant legislation, industry and enterprise codes of practice and quality assurance procedures that impact on intensive production
- knowledge of enterprise record keeping and recording practices
- knowledge of enterprise policies and procedures relating to collection, analysis and maintenance of production data
- methods to collect and analyse production data
- data management systems and methods
- business equipment
- principles of report writing and data presentation.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• collect and organise data</li> <li>• analyse and interpret data</li> <li>• present data with conclusions.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                          |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                         |
| Data may include:                                                 | <ul style="list-style-type: none"> <li>• information based on feedback on results</li> <li>• review of previous data and production figures</li> <li>• peer review</li> <li>• data sampling</li> <li>• statistical analysis.</li> </ul> |

## Unit Sector(s)

|                    |              |
|--------------------|--------------|
| <b>Unit sector</b> | Agribusiness |
|--------------------|--------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHC BIO202A Follow site quarantine procedures

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of following enterprise site quarantine procedures that are designed to reduce the likelihood of pathogenic organisms entering the site, and defines the standard required to: read and/or interpret site quarantine procedures; follow enterprise quarantine procedures (including industry quality assurance procedures if applicable); report and respond to quarantine issues or breaches of procedures; communicate with visitors to the enterprise about site quarantine procedures. |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                     |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to the routine part of ones own work and is applied to visitors to the site. Work is performed under supervision and according to strict procedures and policies. |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. Prepare to work in quarantine site | <ul style="list-style-type: none"><li>1.1. Ensure personal and/or work vehicles are decontaminated before entering the quarantine site.</li><li>1.2. Contact with potential contaminants is reported according to enterprise requirements.</li><li>1.3. Hands are washed before livestock, feed, plant stock or other products are handled.</li><li>1.4. Showering and changing into work clothes is carried out if required.</li><li>1.5. Appropriate clothing and footwear is put on before commencing work and street clothing is securely stored away from livestock, feed or other products.</li><li>1.6. Footbaths are used thoroughly and checked for disinfectant level before entering site and sheds if required.</li></ul> |
| 2. Work in quarantine site            | <ul style="list-style-type: none"><li>2.1. Chemicals and/or medications are handled and stored appropriately.</li><li>2.2. Different feed mixes, soils and/or growing media and/or other products are kept separate and appropriately marked according to enterprise procedures.</li><li>2.3. Any cases of disease or pest infestation are identified and reported to supervisor.</li><li>2.4. Any breaches of quarantine procedures are identified and reported to supervisor.</li></ul>                                                                                                                                                                                                                                             |

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <p>2.5. Any Occupational Health and Safety (OHS) hazards are identified and appropriate action is taken according to enterprise policy and OHS legislation and codes.</p> <p>2.6. All waste products is disposed of according to enterprise procedures.</p> <p>2.7. All deceased livestock, unwanted biological material or damaged/infected plant stock are disposed of according to enterprise procedures.</p> <p>2.8. Information relating to work in quarantine site is recorded as required by the enterprise procedures.</p>                                                                                                                                                                                                                                                                                                                        |
| 3. Assist in maintaining site quarantine procedures | <p>3.1. All visitors are informed of the quarantine procedures and are provided with appropriate clothing and footwear, if required by enterprise procedures.</p> <p>3.2. Visitors are required to sign in, state their recent activities and exposures, and wash or shower if required by enterprise procedures.</p> <p>3.3. Any observed breaches of quarantine procedures by visitors are noted and reported to supervisor.</p> <p>3.4. Gates and doors are kept locked where required by enterprise procedures and supervisor instructions.</p> <p>3.5. Where installed, security fencing is maintained according to supervisor's instructions.</p> <p>3.6. Deliveries to site are checked to ensure that established procedures for vehicle decontamination, unloading and receipt and holding or storage of stock and/or supplies are followed.</p> |
| 4. Respond to site quarantine breach or problem     | <p>4.1. The specific problem and its location is identified and reported to supervisor.</p> <p>4.2. Problems are secured according to enterprise procedures.</p> <p>4.3. Quarantine site and location of breach is cleaned and disinfected as required according to the specific nature of the problem and enterprise procedures.</p> <p>4.4. Livestock, plant stock suspected of being exposed to contaminants are isolated and monitored for evidence of contamination according to enterprise procedures.</p> <p>4.5. All contaminated stock/materials are treated and/or disposed of according to enterprise procedures.</p> <p>4.6. Information about the breach or problem is recorded according to enterprise procedures.</p>                                                                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- read and/or interpret site quarantine procedures
- follow biosecurity and hygiene procedures
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- enterprise site quarantine policy and procedures
- industry quality assurance requirements (where applicable) and documentation required to be kept
- reporting procedures for alleged breaches of site quarantine procedures
- consequences of breaching site quarantine procedures
- OHS, environmental and disease legislative and enterprise requirements.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance



**EVIDENCE GUIDE****competency in this unit**

criteria and required skills and knowledge and include achievement of the following:

- read and/or interpret site quarantine procedures
- follow enterprise quarantine procedures (including industry quality assurance procedures if applicable)
- report and respond to quarantine issues or breaches of procedures
- communicate with visitors to the enterprise about site quarantine procedures.

**Context of and specific resources for assessment**

For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to carry out movement and security procedures.

The candidate must also have access to resources that establish movement and security controls.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

Sites may include:

- quarantine site of the whole farm
- an apiary
- enterprise premises, or part of the premises or enterprise, such as
  - an isolation area or sick bay.
- in some cases, the quarantine area may extend beyond the enterprise boundaries.

**Unit Sector(s)**

**Unit sector**

Biosecurity

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

# AHC BIO301A Work effectively in an emergency disease or plant pest response

## Modification History

Not Applicable

## Unit Descriptor

|                        |                                                                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit specifies the outcomes required to work effectively within own area of responsibility in a response to an emergency disease or plant pest incursion. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1. Obtain and use information about the emergency disease or plant pest and an appropriate response | 1.1. Information about emergency disease or plant pest and appropriate response is accessed and applied during an emergency disease or plant pest response.<br>1.2. Information is used to address specific work needs and further information requirements are identified.<br>1.3. Information and/or resources required from stakeholders are identified and accessed.                                                                                                                                                                                                                                                                                                                                                 |
| 2. Work according to organisational requirements                                                    | 2.1. All communication with stakeholders is carried out according to organisational policies and procedures.<br>2.2. All work undertaken reflects a current working knowledge and understanding of organisational requirements.<br>2.3. All work undertaken reflects understanding and compliance with relevant duty of care and legal responsibilities.<br>2.4. Work activities conform to relevant legislation, regulations, procedures and codes of practice appropriate to work area and level of responsibility.<br>2.5. Hazards and risks relevant to specific work being undertaken are identified and responded to as required.<br>2.6. Work is carried out according to organisational policies and procedures. |
| 3. Manage own work                                                                                  | 3.1. Work instructions are interpreted correctly and clarification is sought if inconsistencies are noted.<br>3.2. Workload is assessed and competing demands are prioritised to achieve personal, team and organisational goals and objectives.<br>3.3. Need for physical and human resources is communicated clearly to appropriate person(s).<br>3.4. Own role, responsibilities and duties are performed                                                                                                                                                                                                                                                                                                             |

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <p>in a positive manner that promotes cooperation within the workplace.</p> <p>3.5.Importance of own and others' roles in achieving organisational goals is respected.</p> <p>3.6.Personal symptoms of stress and their potential to impact on performance are recognised, action is taken to minimise their negative effects and undue personal stress is reported to appropriate persons.</p>                                                                                                                                                                                                                         |
| 4. Comply with biosecurity requirements | <p>4.1.Biosecurity procedures relevant to own work area are identified.</p> <p>4.2.Work activities are carried out according to established biosecurity procedures.</p> <p>4.3.Personal protective equipment and fomites are maintained according to biosecurity procedures.</p> <p>4.4.Biosecurity breaches are reported immediately to appropriate person.</p> <p>4.5.Biosecurity records are completed according to work area requirements.</p>                                                                                                                                                                      |
| 5. Adapt to change as required          | <p>5.1.Need for change in own work practices to reflect critical emergency issues or emerging trends is identified and assessed.</p> <p>5.2.Changes required are discussed and agreed with senior staff.</p> <p>5.3.Own work practices are changed where required and according to agreed arrangements.</p> <p>5.4.Flexible approach that takes account of changing priorities and circumstances is applied when implementing instructions for changes to work practices.</p> <p>5.5.Change is monitored to determine the effectiveness of revised work practices and senior staff members are advised of findings.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

## REQUIRED SKILLS AND KNOWLEDGE

### Required skills

- operating in stressful situations
- prioritising conflicting demands
- working in a strict line management environment
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

### Required knowledge

- district, regional and local plans
- functional plans of other government agencies
- legal and regulatory framework under which responses are taken
- national plans such as Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN)
- Occupational Health and Safety (OHS) and biosecurity procedures
- national, state and territory plans.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The critical requirements for this unit of competency as a whole are listed below. Assessment must confirm one's ability to:

- access and use national plans such as

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>AUSVETPLAN or PLANTPLAN</p> <ul style="list-style-type: none"> <li>• operate within a response team and follow instructions</li> <li>• operate effectively under stress in tasks involving problem solving in relation to own role</li> <li>• make effective judgements</li> <li>• follow instructions</li> <li>• provide advice in area of expertise and authority</li> <li>• understand legal and regulatory implications of one's own role in an emergency disease or plant pest response.</li> </ul>                                                                                                                                                                                                        |
| <b>Context of and specific resources for assessment</b> | <p>For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to work effectively in an emergency disease or plant pest response.</p> <p>The candidate must also have access to the following resources:</p> <ul style="list-style-type: none"> <li>• simulated workplace for an emergency disease or plant pest response for assessment using scenarios, case studies, role plays and group work</li> <li>• access to local, regional, district, state and territory, and national plans relating to an emergency disease or plant pest response.</li> </ul> |
| <b>Method of assessment</b>                             | <p>Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in a simulated workplace or in a situation that reproduces normal work conditions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Guidance information for assessment</b>              | <p>To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.</p> <p>The skills and knowledge required to work effectively in an emergency disease or plant pest response must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. This could include:</p> <ul style="list-style-type: none"> <li>• working in the field or in a local, state or national control centre</li> </ul>                                                        |

**EVIDENCE GUIDE**

|  |                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• participating in a response to a plant pest or to an emergency disease of animals, fish or other marine animals</li> <li>• participating in a response to a natural disaster.</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Information about emergency diseases or plant pests may be found in: | <ul style="list-style-type: none"> <li>• AUSVETPLAN or PLANTPLAN strategies</li> <li>• published texts</li> <li>• scientific literature.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Information about emergency response may be found in:                | <ul style="list-style-type: none"> <li>• district, regional or local plans</li> <li>• functional plans of other government agencies</li> <li>• industry biosecurity plans</li> <li>• national, state or territory plans.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Emergency diseases and pests may include:                            | <ul style="list-style-type: none"> <li>• diseases that may effect animals, fish and other marine animals include: <ul style="list-style-type: none"> <li>• disease that is exotic to Australia</li> <li>• serious infectious diseases or pests of or uncertain cause</li> <li>• severe infectious disease of unknown or uncertain cause</li> <li>• severe outbreaks of known endemic diseases or pests that are considered to be of national significance with serious social or trade implications</li> <li>• variants of endemic diseases</li> <li>• biotypes or strains of invertebrate pests or pathogens injurious to plants or plant health; invasive pest plants.</li> </ul> </li> </ul> |
| Stakeholders may include:                                            | <ul style="list-style-type: none"> <li>• agronomists and consultants</li> <li>• chemical resellers</li> <li>• consumers</li> <li>• crop monitors or scouts</li> <li>• general community</li> <li>• government departments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



| <b>RANGE STATEMENT</b>                               |                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <ul style="list-style-type: none"> <li>• industry</li> <li>• producers and other local enterprise owners</li> <li>• other personnel involved in an emergency response</li> <li>• plant pathologists</li> <li>• property owners, managers and staff</li> <li>• stock agents and transport personnel</li> <li>• veterinarians.</li> </ul>                                                                |
| Organisational requirements may include:             | <ul style="list-style-type: none"> <li>• biosecurity and OHS policies and procedures</li> <li>• district or regional plans</li> <li>• functional plans of other government agencies</li> <li>• goals, objectives, policies and standard operating procedures of response lead agency</li> <li>• national plans such as AUSVETPLAN or PLANTPLAN</li> <li>• local, state and territory plans.</li> </ul> |
| Duty of care and legal responsibilities may include: | <ul style="list-style-type: none"> <li>• duties and responsibilities for self and others</li> <li>• responsibilities defined through legislation</li> <li>• responsibility of an employer to provide a safe workplace.</li> </ul>                                                                                                                                                                      |
| Procedures may include:                              | <ul style="list-style-type: none"> <li>• AUSVETPLAN or PLANTPLAN</li> <li>• biosecurity procedures of industry and response lead agency</li> <li>• handling and storage of hazardous materials</li> <li>• industry codes of practice</li> <li>• legal or regulatory requirements</li> <li>• personal hygiene</li> <li>• standard operating procedures of response lead agency.</li> </ul>              |
| Hazards and risks may include:                       | <ul style="list-style-type: none"> <li>• allergic reaction</li> <li>• chemical exposure</li> <li>• occupational trauma</li> <li>• physical injury</li> <li>• spreading disease or plant pests</li> <li>• zoonotic infection.</li> </ul>                                                                                                                                                                |
| Ways in which work may be carried out include:       | <ul style="list-style-type: none"> <li>• individually</li> <li>• in cooperation with other sections in response team, using their skills and knowledge as appropriate.</li> </ul>                                                                                                                                                                                                                      |
| Appropriate person may include:                      | <ul style="list-style-type: none"> <li>• controller</li> </ul>                                                                                                                                                                                                                                                                                                                                         |

| RANGE STATEMENT                     |                                                                                                                                                                                                                        |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"><li>• section manager</li><li>• team leader.</li></ul>                                                                                                                               |
| Fomites may be defined in terms of: | <ul style="list-style-type: none"><li>• inanimate objects capable of transmitting an infectious agent such as:<ul style="list-style-type: none"><li>• boots</li><li>• clothing</li><li>• vehicles.</li></ul></li></ul> |

## Unit Sector(s)

|             |             |
|-------------|-------------|
| Unit sector | Biosecurity |
|-------------|-------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCBUS503A Negotiate and monitor contracts

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                         |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the negotiation and monitoring of contracts and defines the standard required to: establish agreements with sources external to the enterprise; complete contract documentation; monitor the performance of contracts. |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to those whose work involves negotiating contracts with clients and others. |
|--------------------------------|-----------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1. Establish agreements with sources external to the enterprise | <p>1.1. The enterprise requirements of a business relationship with external sources are identified and defined.</p> <p>1.2. The ranges of acceptable outcomes from a negotiation are established.</p> <p>1.3. Contact is made with individuals, bodies or corporations, the appropriate individual is identified, and requirements of an agreement are discussed and mutually acceptable terms agreed.</p> <p>1.4. Sound practice and procedure for business meetings are maintained and all agreements are documented.</p>                                                                                                                       |
| 2. Complete contract documentation                              | <p>2.1. Requirements of the contract are clearly documented and understood by the relevant parties.</p> <p>2.2. Areas of ambiguity or concern are clarified and resolved.</p> <p>2.3. Conditions for service or supply are agreed between the parties including the determination of key performance indicators.</p> <p>2.4. Alternative processes are undertaken where agreement is unable to be reached in accordance with enterprise procedures.</p> <p>2.5. Negotiations conform to established enterprise requirements and relevant legislation.</p> <p>2.6. Contract documentation is signed and exchanged between the relevant parties.</p> |
| 3. Monitor the performance of contracts                         | <p>3.1. The rights and obligations of parties to a contract are identified, and appropriate methods of addressing non-performance are implemented.</p> <p>3.2. Professional and regulatory bodies available to support commercial grievance processes are identified and consulted when required.</p>                                                                                                                                                                                                                                                                                                                                              |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                         |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>3.3.Completion of contract against key performance indicators is monitored.</p> <p>3.4.Issues in respect to non-compliance are advised to the other party in writing.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- establish agreements with sources external to the enterprise
- complete contract documentation
- monitor the performance of contracts
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- contract/commercial law applicable to the type of agreement
- processes of formulation and negotiation of contracts
- enterprise business policies and plans including procedures for maintenance of confidentiality
- selection and appropriate application of technology, information systems and procedures.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• establish agreements with sources external to the enterprise</li> <li>• complete contract documentation</li> <li>• monitor the performance of contracts.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                         |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Contract requirements may include:                                | <ul style="list-style-type: none"> <li>• quality or enterprise work specifications and procedures</li> <li>• manufacturer's specifications and/or supplier's handling and storage advice</li> <li>• workplace operating procedures and policies</li> <li>• supplier and/or client instructions</li> <li>• legal and contract documentation</li> <li>• Materials Safety Data Sheets (MSDSs)</li> <li>• communications technology equipment</li> <li>• personal and work area work procedures and practices</li> <li>• relevant State, Territory and Commonwealth</li> </ul> |

**RANGE STATEMENT**

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | legislative <ul style="list-style-type: none"> <li>• framework concerning contracts and trade practices</li> <li>• Occupational Health and Safety (OHS) in terms of duties of employers, employees, suppliers and contractors contracts</li> <li>• hazardous substances and dangerous goods</li> <li>• environment protection</li> <li>• equal opportunity</li> <li>• equal employment opportunity</li> <li>• affirmative action standards</li> <li>• certification requirements</li> <li>• license, patent or copyright arrangements</li> <li>• quality assurance procedures</li> <li>• emergency procedures.</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |          |
|--------------------|----------|
| <b>Unit sector</b> | Business |
|--------------------|----------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCBUS601A Manage capital works

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of managing the planning and construction of capital works and defines the standard required to: negotiate with contractors and suppliers, and internal and external clients; design a strategy to achieve project outcomes and client requirements; monitor, evaluate and report on progress of works; resolve disagreements and disputes satisfactorily, analyse project outcomes; evaluate project achievements. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                        |
|--------------------------------|--------------------------------------------------------|
| <b>Application of the unit</b> | This unit relates to managing a capital works program. |
|--------------------------------|--------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Identify scope of capital works | <p>1.1. Analysis is undertaken as required and the results are analysed to determine the scope of the proposed capital works.</p> <p>1.2. Planning is initiated in accordance with organisational and other relevant policies and guidelines and the organisation's strategic direction in consultation with stakeholders.</p> <p>1.3. Conceptual and analytical skills are applied to develop a strategy to achieve objectives, outcomes and client requirements for the capital works.</p> <p>1.4. An effective risk management system is developed and applied to ensure objectives can be met within the enterprises allocated budget.</p> |
| 2. Acquire resources               | <p>2.1. Resources, equipment and infrastructure are identified, acquired and allocated.</p> <p>2.2. Scope and objectives of works are analysed to determine the tasks to achieve agreed outcomes on time and within budget.</p> <p>2.3. Processes for monitoring, evaluating and reporting performance against objectives are developed and applied.</p> <p>2.4. Roles and responsibilities of team members and stakeholders are identified and agreed.</p>                                                                                                                                                                                    |
| 3. Manage construction activities  | <p>3.1. Tasks are implemented in accordance with plans and specifications.</p> <p>3.2. Communication process is established including responsibilities for conflict resolution.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| ELEMENT                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                     |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <p>3.3. Progress is monitored to ensure time, performance, cost and quality of works is achieved.</p> <p>3.4. Proposed variations are investigated and negotiated in consultation with stakeholders.</p> |
| 4. Complete capital works and evaluate and report on activities | <p>4.1. Inspection is undertaken to ensure all outcomes are met.</p> <p>4.2. Evaluation of completed project is undertaken against agreed objectives and reported to stakeholders.</p>                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- negotiate with contractors and suppliers, and internal and external clients
- design a strategy to achieve project outcomes and client requirements
- monitor, evaluate and report on progress of works
- resolve disagreements and disputes satisfactorily
- analyse project outcomes
- evaluate project achievements
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- human resource management and policies
- capital works specifications and objectives
- project management systems
- project management tools and techniques

**REQUIRED SKILLS AND KNOWLEDGE**

- cost schedule control systems
- enterprise procurement guidelines
- enterprise project management policies
- risk management techniques
- business and commercial issues
- basics of contract law
- physical resource management.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- negotiate with contractors and suppliers, and internal and external clients
- design a strategy to achieve project outcomes and client requirements
- monitor, evaluate and report on progress of works
- resolve disagreements and disputes satisfactorily, analyse project outcomes
- evaluate project achievements.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole.

The variables for this unit may include:

- the range of capital works projects undertaken in primary production or similar enterprises.

## Unit Sector(s)

Unit sector

Business

## Co-requisite units

Co-requisite units

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

## Competency field

Competency field

## AHCCHM201A Apply chemicals under supervision

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of applying chemicals under supervision using handheld or small powered equipment, and defines the standard required to: apply chemicals using handheld or small powered equipment; check, prepare, use and maintain application equipment and personal protective equipment; measure, mix, transport, handle store and dispose of chemicals and comply with Occupational Health and Safety (OHS), chemical label and Material Safety Data Sheets (MSDSs) requirements. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to working under supervision with reference to the product label, legislation and enterprise procedures. This unit may be deemed to have a time limit when used as part of an accreditation or licence process. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1. Check application and personal protective equipment | <ul style="list-style-type: none"><li>1.1. Carry out pre-operational checks of application equipment in accordance with manufacturer's specification and OHS requirements.</li><li>1.2. Prepare application equipment for use in accordance with manufacturer's specification and directions.</li><li>1.3. Identify and replace any damaged or worn components.</li><li>1.4. Check personal protective equipment in accordance with manufacturer's specification and OHS requirements.</li></ul>                                                                                                                                                                                              |
| 2. Prepare application equipment                       | <ul style="list-style-type: none"><li>2.1. Apply label information regarding precautions for the chemical mix/substance being used.</li><li>2.2. Select and use appropriate personal protective and mixing equipment in accordance with MSDSs and chemical label.</li><li>2.3. Measure, mix and load chemical mix or substances in accordance with directions on chemical label.</li><li>2.4. Follow legislative and regulatory requirements regarding chemical use including OHS.</li><li>2.5. Confirm instructions from chemical MSDSs in the event of a spill.</li><li>2.6. Check that output of application equipment is correct and in accordance with application/spray plan.</li></ul> |

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Apply chemicals               | <p>3.1. Assess and record meteorological conditions and forecasts prior to and during application.</p> <p>3.2. Select and use appropriate personal protective equipment in accordance with MSDSs and chemical label.</p> <p>3.3. Apply chemical in accordance with the application/spray plan and/or instructions.</p> <p>3.4. Assess and minimise risks to others, product integrity and the environment prior to and during application.</p>                                                                                                                                                         |
| 4. Finalise work                 | <p>4.1. Clean and store Personal Protective Equipment (PPE) and application equipment in accordance with manufacturer's specification and OHS requirements.</p> <p>4.2. Dispose of excess chemicals and use triple rinse drums in accordance with label and MSDSs requirements.</p> <p>4.3. Complete incident reports as required in accordance with legislative and/or regulatory requirements.</p> <p>4.4. Complete application records.</p> <p>4.5. Store unused chemical/products in accordance with label requirements and MSDSs.</p> <p>4.6. Adhere to all re-entry and withholding periods.</p> |
| 5. Transport and handle chemical | <p>5.1. Confirm precautions for the transport and handling of chemicals.</p> <p>5.2. Transport and handle chemicals in accordance with legislative and/or regulatory requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and adopt safe work practices
- conduct pre-operational checks of application equipment
- use and maintain personal protective equipment
- measure, mix and load chemical mixes

**REQUIRED SKILLS AND KNOWLEDGE**

- use hand held and small powered application equipment relevant to the industry sector using safe and environmentally responsible work practices
- interpret labels, record relevant information and measure application amounts
- follow chemical label requirements and application/spray plan
- record activities and maintain records
- transport and handling techniques
- respond to emergencies and apply first aid in the event of pesticide poisoning
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- applied principles of Integrated Pest/Resistance Management
- structure of chemical label and MSDS
- types, applications, storage and fitting of personal protective equipment
- legislation and regulations including OHS and licensing requirements in relation to chemical use
- features and functions of a range of application equipment relevant to the industry sector
- risk factors including human and animal health, spillage and environmental
- principles of transport, handling and storage for chemicals
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- transport and handling requirements
- environmental effects of selected chemicals and how to minimise damaging effects of chemicals
- different broad chemical types, eg, insecticides, herbicides and fungicides and their mode of action symbols on the label
- paths of entry of poisons into the body and methods of limiting exposure
- methods of minimising risk during application
- Regulations and Codes of Practices with regard to hazardous substances of the use of chemicals
- OHS concerning personal safety and safety of others in the workplace
- alternatives to chemicals for pest management
- possible effects on health of bystanders/public in addition to applicators
- weather conditions and means of assessing them in line with risks, and recognising when they become unsuitable for application to continue.



## Evidence Guide

| EVIDENCE GUIDE                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• apply chemicals using handheld or small powered equipment</li> <li>• check, prepare, use and maintain application equipment and personal protective equipment</li> <li>• measure, mix, transport, handle store and dispose of chemicals</li> <li>• comply with OHS, chemical label and MSDSs requirements.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                                 |
| Chemicals may include:                                            | <ul style="list-style-type: none"> <li>• the application of liquid chemical mixes</li> <li>• granular products</li> <li>• and/or biological agents used in the control of pest, weeds and diseases including animal health products.</li> </ul> |

## Unit Sector(s)

|             |           |
|-------------|-----------|
| Unit sector | Chemicals |
|-------------|-----------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCCHM303A Prepare and apply chemicals

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                   |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of preparing and applying chemicals and defines the standard required to: assess the need for chemical use; comply with safety, chemical label and MSDS requirements; prepare an application/spray plan; prepare and apply chemicals; calibrate application equipment and maintain chemical records. |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit covers the preparation and application of liquid chemical mixes and/or granular products for the control of weeds, pests and diseases across a range of industry sectors.</p> <p>This unit may be deemed to have a time limit when used as part of an accreditation or licence process.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Determine the need for chemical use | <ul style="list-style-type: none"><li>1.1. Nature and level of the pest, weed infestation or disease is identified.</li><li>1.2. Need for control is assessed.</li><li>1.3. The requirement for chemical use as an option within an integrated pest management strategy is assessed.</li><li>1.4. Hazard and risk analysis of different chemical options is undertaken.</li><li>1.5. Requirement for chemical application is identified and confirmed.</li></ul>                                                                               |
| 2. Prepare application/spray plan      | <ul style="list-style-type: none"><li>2.1. Mixing rates for chemical is defined and calculated.</li><li>2.2. Application equipment type and set up requirements are determined for intended application.</li><li>2.3. The quantity of mix required is determined.</li><li>2.4. Meteorological conditions and forecasts prior to and during application are accessed.</li><li>2.5. An application/spray plan is completed.</li><li>2.6. Notify neighbours as required in accordance with industry practice or regulatory requirements</li></ul> |

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Prepare chemical mixes                  | <ul style="list-style-type: none"><li>3.1. Requirements from chemical labels and Material Safety Data Sheets (MSDSs) are interpreted and applied.</li><li>3.2. Appropriate first aid supplies are at hand.</li><li>3.3. Appropriate personal protective and mixing equipment is selected and used in accordance with MSDSs and chemical label.</li><li>3.4. A suitable location for mixing and loading is selected.</li><li>3.5. Chemicals are prepared in accordance with registered use.</li><li>3.6. MSDSs are followed in the event of a spill.</li></ul>                    |
| 4. Calibrate application equipment         | <ul style="list-style-type: none"><li>4.1. Pre-operational checks of application equipment are carried out.</li><li>4.2. Equipment is calibrated in accordance with manufacturer specifications and application/spray plan.</li><li>4.3. Calibration is checked for conformity to the requirements of the application/spray plan.</li><li>4.4. Chemical is loaded wearing appropriate Personal Protective Equipment (PPE) and controlling risks to human health and the environment.</li></ul>                                                                                   |
| 5. Apply chemicals                         | <ul style="list-style-type: none"><li>5.1. Appropriate personnel protective equipment is selected and used in accordance with MSDSs and chemical label.</li><li>5.2. Chemical is applied in accordance with the application/spray plan and/or instructions and legislative and/or regulatory requirements.</li><li>5.3. Risks to others, product integrity and the environment are assessed and minimised.</li></ul>                                                                                                                                                             |
| 6. Clean up equipment and complete records | <ul style="list-style-type: none"><li>6.1. Excess chemical is disposed of in accordance with label and MSDSs requirements.</li><li>6.2. Application equipment is cleaned and decontaminated.</li><li>6.3. Requirements for the disposal of unused chemical, containers spilled materials are determined and implemented</li><li>6.4. PPE and mixing equipment is cleaned and stored.</li><li>6.5. Incidents are reported as required in accordance with legislative and/or regulatory requirements.</li><li>6.6. All records, e.g. calibration, application, DG/hazard</li></ul> |

| ELEMENT | PERFORMANCE CRITERIA                                                                                              |
|---------|-------------------------------------------------------------------------------------------------------------------|
|         | substances, risk assessments, are completed in accordance with legislative, industry and enterprise requirements. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and implement risk control procedures
- identify appropriate treatment for pest, disease or weed
- mix and load chemicals
- conduct pre-operational checks of application equipment
- calibrate handheld and/or powered application equipment relevant to the industry sector
- interpret and apply chemical label requirements in the preparation of an application/spray plan
- apply chemicals
- use and maintain PPE
- dispose of surplus chemical and containers
- record activities and maintain records
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- options for pest control based on Integrated Pest/Resistance Management principles
- plant, pest, weed and/or diseases relative to industry sector
- chemical label and MSDSs formats
- meteorological and other conditions and impacts on safe and effective chemical

**REQUIRED SKILLS AND KNOWLEDGE**

- application
- types and application of personal protective equipment
- features, functions and calibration techniques for a range of hand held and/or powered application equipment relevant to the industry sector
- risk factors including human and animal health, weather, spray drift, spillage and environmental
- spray nozzle identification, selection, operation and use
- chemical mix including mixing order, adjuvants, water quality, efficacy etc
- application techniques for a range of equipment types
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- legislation including Occupational Health and Safety (OHS) and environment, and licensing requirements, in relation to chemical use.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- assess the need for chemical use
- comply with safety, chemical label and MSDSs requirements
- prepare an application/spray plan
- prepare and apply chemicals
- calibrate application equipment
- maintain chemical records

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or

**EVIDENCE GUIDE**

|  |                           |
|--|---------------------------|
|  | enterprise circumstances. |
|--|---------------------------|

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

|                             |                                                                                                                                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chemical types may include: | <ul style="list-style-type: none"> <li>all types of chemical mixes used in the control of pests, weeds and diseases including animal health products.</li> </ul>                                                                      |
| This unit does not cover:   | <ul style="list-style-type: none"> <li>operation of specialised equipment and machinery transport</li> <li>handling and storage of chemicals set up of advanced operation</li> <li>specialised on-board control equipment.</li> </ul> |

**Unit Sector(s)**

|                    |           |
|--------------------|-----------|
| <b>Unit sector</b> | Chemicals |
|--------------------|-----------|

**Co-requisite units**

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|                           |  |
|                           |  |



## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCCHM304A Transport, handle and store chemicals

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of transporting, handling and storing chemicals safely and identifies the standard required to: correctly maintain and use personal protective equipment (PPE) according to label; follow emergency procedures for chemical spillage; follow legislative requirements for the safe transport of chemicals; and maintain storage area and chemical manifest. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to the safe transport, handling and storage of liquid and dry chemical formulations across a range of industry sectors. The work is likely to be carried out unsupervised. Responsibility for and limited organisation of the work of others may be involved. This unit may be deemed to have a time limit when used as part of an accreditation or licensing process. |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Refer to Application of the Unit

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Transport and handle chemicals and biological agents | <ul style="list-style-type: none"><li>1.1. Transport requirements are identified and followed from legislative and regulatory requirements, including Occupational Health and Safety (OHS).</li><li>1.2. Risks involved in the transport and handling of chemical and biological agents are assessed and minimised.</li><li>1.3. Containers are confirmed as being in a sound condition to transport.</li><li>1.4. PPE is used as required according to manufacturer specifications and OHS requirements.</li><li>1.5. Instructions from chemical material safety data sheets (MSDS) are followed in the event of a spill.</li><li>1.6. Transport incidents are reported as required according to legislative and/or regulatory requirements.</li><li>1.7. Appropriate first aid kit and spill kit are confirmed as being on hand for all stages of transport, handling and storage.</li></ul> |
| 2. Store chemicals in the workplace                     | <ul style="list-style-type: none"><li>2.1. Appropriate storage methods are used according to chemical labels, MSDS, and/or legislative and regulatory requirements.</li><li>2.2. Risks involved in storage of chemical and biological agents are assessed and minimised.</li><li>2.3. Storage area is maintained according to legislative</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <p>and regulatory requirements, including OHS and environmental protection.</p> <p>2.4. Products are retained in original containers with labels intact.</p> <p>2.5. Storage methods are utilised to prevent contact with people or animals, contamination of produce or the environment.</p> <p>2.6. Correct disposal procedures are applied for used chemical drums and storage containers.</p> <p>2.7. Unwanted and/or out-of-date chemicals are disposed of according to legislative and/or regulatory requirements and industry programs.</p> |
| 3. Record storage details | <p>3.1. Chemical storage inventory and records are maintained according to legislative and regulatory requirements, including OHS.</p> <p>3.2. Storage incidents are reported as required according to legislative and/or regulatory requirements.</p>                                                                                                                                                                                                                                                                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- transport, handle and store chemicals safely
- follow chemical label and MSDS requirements for transport handling and storage
- maintain records
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

- transport handling and storage requirements on chemical labels and MSDS
- types and application of PPE used in transport and handling
- legislation and regulations, including OHS and licensing requirements in relation to chemical storage and transport
- risk factors, including human, animal health and environmental associated with transport, handling and storage
- requirements for disposal of excess, unwanted and/or out-of-date chemicals
- requirements for disposal of used chemical containers and/or drums
- processes for clearing spillages and clean up.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- transporting, handling and storing chemicals safely
- identify the standard required to correctly maintain and use PPE according to label
- follow emergency procedures for chemical spillage
- follow legislative requirements for the safe transport of chemicals
- maintain storage area and chemical manifest.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                                                                          |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                          |
| Chemicals handling may include:                                   | <ul style="list-style-type: none"> <li>requirements for the safe transport, handling and storage of chemicals and products used in the control of pest, weeds and diseases, including animal health products.</li> </ul> |
| This unit does not cover:                                         | <ul style="list-style-type: none"> <li>operation of specialised chemical application equipment and machinery, application of chemicals. See separate units of competency under the appropriate category.</li> </ul>      |

## Unit Sector(s)

|             |           |
|-------------|-----------|
| Unit sector | Chemicals |
|-------------|-----------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCCHM401A Minimise risks in the use of chemicals

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                     |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers minimising risks in the use of chemicals and defines the standard required to: implement, monitor and evaluate a chemical risk control strategy; identify potential hazards and assess risks; develop risk control procedures; and monitor and evaluate the risk control strategy. |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                          |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to those whose job role include the assessment and mitigation of risks associated with the use of chemicals across a range of industry sectors. This unit may be deemed to have a time limit when used as part of an accreditation or licence process. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                |                                                                                                                                                                                                                                                                                                                                                                          |
| 1. Identify hazards and risks                                  | 1.1.Guidelines, legislation, regulations and industry requirements relating to chemical use are identified and sourced.<br>1.2.Hazards involved in chemical handling and application are identified.                                                                                                                                                                     |
| 2. Assess risks and develop control procedures                 | 2.1.Risks associated with chemicals used are assessed.<br>2.2.Risk control measures and emergency action plans are developed.<br>2.3.Control procedures are developed for transport, handling, storage, application, decontamination and disposal.<br>2.4.A continuous improvement strategy is developed to minimise risk.                                               |
| 3. Implement and monitor adherence to chemical risk procedures | 3.1.Appropriate personal protective equipment (PPE) is provided for people in the workplace using chemicals.<br>3.2.Select application equipment is selected according to procedures.<br>3.3.Restrictions on chemical use, application, decontamination and disposal are followed according to procedures.<br>3.4.Risk control procedures are followed in the workplace. |
| 4. Evaluate risk control measures and maintain record          | 4.1.Procedures for evaluating the effectiveness of risk control measures are developed.<br>4.2.Shortfalls identified during evaluation are addressed and rectified.                                                                                                                                                                                                      |



| ELEMENT | PERFORMANCE CRITERIA                                                                                               |
|---------|--------------------------------------------------------------------------------------------------------------------|
|         | 4.3. Risk assessment records are maintained according to industry, label, legislative and regulatory requirements. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- develop procedures
- evaluate implementation
- identify hazards, assess risks, and implement and monitor risk control procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record information collected accurately and legibly, and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- sources of information relating to chemical use, including:
  - guidelines
  - legislation and regulations
  - industry requirements
- hazard identification and risk assessment strategies
- risk factors, including human and animal health, product integrity, weather, spray drift, spillage and environmental
- principles of transport, handling and storage for chemicals
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- chemical application equipment capabilities and limitations.

## Evidence Guide

| EVIDENCE GUIDE                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• implement, monitor and evaluate a chemical risk control strategy</li> <li>• identify potential hazards and assess risks</li> <li>• develop risk control procedures</li> <li>• monitor and evaluate the risk control strategy.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                              |

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                  |
| Agricultural chemicals include:                                   | <ul style="list-style-type: none"> <li>• insecticides</li> <li>• fungicides</li> <li>• herbicides</li> <li>• bactericides</li> <li>• algaecides</li> <li>• biologicals</li> <li>• nematocides</li> <li>• rodenticides</li> </ul> |

**RANGE STATEMENT**

|  |                                                                                                                                                                                                                                     |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• antimicrobial agents</li><li>• anthelmintics</li><li>• fumigants</li><li>• hormone growth promotants</li><li>• a range of veterinary chemicals used to treat animals for disease.</li></ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |           |
|--------------------|-----------|
| <b>Unit sector</b> | Chemicals |
|--------------------|-----------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCCHM402A Plan and implement a chemical use program

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the planning and implementation of a chemical use program and defines the standard required to: plan and implement a program for chemical use; supervise others in chemical use; apply and monitor risk control procedures; select and manage chemical application equipment and processes. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies those whose job role includes the development and implementation a chemical use program for pesticides use. This unit may be deemed to have a time limit when used as part of an accreditation or licence process. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1. Develop and document an application/spray plan                      | 1.1. Assess risks associated with proposed control strategy.<br>1.2. Select preferred control procedures.<br>1.3. Document preferred control procedures as application/spray plan.                                                                                                                                                                                                                                                          |
| 2. Identify requirements for chemical use                              | 2.1. Identify and interpret guidelines, legislation and regulations and industry requirements relating to chemical use.<br>2.2. Assess the need for chemical use as an option within an integrated pest management and/or animal health strategy.<br>2.3. Ensure that personnel are adequately trained in chemical use.                                                                                                                     |
| 3. Ensure that risk control measures are followed                      | 3.1. Provide appropriate Personal Protective Equipment for people in the workplace using chemicals.<br>3.2. Monitor the implementation of safe practice in the workplace including preparation and application of chemicals.<br>3.3. Monitor implementation of procedures for transport, handling, storage, decontamination and disposal.<br>3.4. Monitor implementation of procedures to mitigate residues in produce and the environment. |
| 4. Plan and implement a maintenance program for chemical use equipment | 4.1. Develop and implement a maintenance strategy for application equipment and personal protective equipment.<br>4.2. Monitor implementation of maintenance procedures.                                                                                                                                                                                                                                                                    |

| ELEMENT                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | 4.3. Ensure that faulty or damaged equipment is repaired or replaced.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5. Ensure the correct selection and application of chemicals         | 5.1. Ensure that the correct chemicals and equipment is selected in accordance with the application/spray plan.<br>5.2. Ensure that pre-operational checks of application equipment are carried out.<br>5.3. Check to ensure that calibration conforms to the requirement of the application/spray plan.<br>5.4. Ensure that meteorological conditions are monitored and assessed during application where relevant.<br>5.5. Monitor the application procedures in the event of a chemical spill. |
| 6. Ensure work activities are finalised in accordance with procedure | 6.1. Ensure that excess chemical are disposed of in accordance with label and Material Safety Data Sheet requirements.<br>6.2. Ensure incident reports are completed as required in accordance with legislative and/or regulatory requirements.<br>6.3. Ensure all required records are completed.                                                                                                                                                                                                |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- develop strategies to monitor the implementation of procedures
- evaluate conformance with procedures
- identify hazards and oversee the safety of the working environment
- develop and document an application/spray plan
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex

**REQUIRED SKILLS AND KNOWLEDGE**

workplace measures and data

- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- sources of information relating to chemical use including:
- guidelines
- legislation and regulations
- industry requirements
- hazard identification and risk assessment strategies
- methodologies for the development of procedures
- risk factors including human and animal health, weather, spray drift, spillage, residue, product integrity and environmental
- transport, handling and storage for chemicals
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- OHS, environmental and pesticides legislation, codes of practice and enterprise procedures.
- chemical application equipment capabilities and limitations.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- plan and implement a program for chemical use
- supervise others in chemical use
- apply and monitor risk control procedures
- select and manage chemical application equipment

| EVIDENCE GUIDE                                          |                                                                                                                                                                                            |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | and processes.                                                                                                                                                                             |
| <b>Context of and specific resources for assessment</b> | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances. |

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Agricultural chemicals include:                                   | <ul style="list-style-type: none"> <li>• insecticides</li> <li>• fungicides</li> <li>• herbicides</li> <li>• bactericides</li> <li>• algaecides</li> <li>• biologicals</li> <li>• nematocides</li> <li>• rodenticides</li> <li>• antimicrobial agents</li> <li>• anthelmintics</li> <li>• fumigants</li> <li>• hormone growth promotants</li> <li>• a range of veterinary chemicals used to treat animals for disease.</li> </ul> <p>It does not cover the development of general chemical use procedures.</p> |

## Unit Sector(s)

|                    |           |
|--------------------|-----------|
| <b>Unit sector</b> | Chemicals |
|--------------------|-----------|



## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCHBR307A Assess suitability of horses for stock work

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of assessing suitability of horses for purpose and defines the standard required to: handle horses safely; identify horse conformation; assess soundness and temperament of horses; maintain accurate data documentation. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to assessing conformation, temperament and soundness of horses and is an important skill in making sure an animal is fit for purpose and in determining sale value. The work in this standard is likely to be carried out as part of a team or independently. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         |                                                                                                                                                                                                                                                                                                                                            |
| 1. Objectively assess a horse's conformation            | 1.1.Conformation of horse is reported on using standard conformation terminology.<br>1.2.Desirable conformation of a horse is reported on using standard conformation terminology.<br>1.3.Occupational Health and Safety (OHS) hazards are continually identified while handling horses, risks assessed and suitable controls implemented. |
| 2. Assess unsoundness and blemishes in the horse        | 2.1.Unsoundness and blemishes of the fore limbs are identified and reported.<br>2.2.Unsoundness of the hind limbs are identified and reported.<br>2.3.Unsoundness and blemishes of the hooves are identified and reported.<br>2.4.General unsoundness and blemishes are identified and reported.                                           |
| 3. Report on the way of going of horses                 | 3.1.Essential elements of the way of going of the horse are identified and reported on.<br>3.2.Natural gaits of the horse are identified and reported on.<br>3.3.Defects in the way of the going of the horse are identified and reported on.                                                                                              |
| 4. Report on the undesirable vices and habits of horses | 4.1.Vices dangerous to people are identified and reported on.<br>4.2.Vices dangerous to horses are identified and reported on.                                                                                                                                                                                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and work safely with horses
- identify horse conformation, soundness and temperament
- defer to veterinary advice if necessary
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- relevant occupational health and safety legislation, regulations and codes of practice
- recognise and report on desirable and undesirable conformation using accepted conformation terminology
- recognise and report on common vices in horses
- safe horse handling techniques
- recognise and report on desirable and undesirable natural gaits.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and

The evidence required to demonstrate competency in this

| <b>EVIDENCE GUIDE</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>evidence required to demonstrate competency in this unit</b> | <p>unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• handle horses safely</li> <li>• identify horse conformation</li> <li>• assess soundness and temperament of horses</li> <li>• maintain accurate data documentation.</li> </ul> |
| <b>Context of and specific resources for assessment</b>         | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                           |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                           |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                           |
| Horses assessed may include:                                      | <ul style="list-style-type: none"> <li>• any breed being ridden for the purpose of stock work.</li> </ul> |

## Unit Sector(s)

|                    |                |
|--------------------|----------------|
| <b>Unit sector</b> | Horse breeding |
|--------------------|----------------|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCINF203A Maintain properties and structures

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of maintaining and repairing properties and structures, in a situation that does not require the specialist skills of another trade, and defines the standard required to: demonstrate correct selection and safe use of tools; apply basic building or construction techniques; store or dispose of unused or waste materials. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                      |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to working under routine supervision with intermittent checking usually within a team environment. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1. Identify and confirm maintenance requirements     | <p>1.1. Visual inspections are conducted of structures and facilities to locate and evaluate defects, deterioration and impending defects.</p> <p>1.2. Property infrastructure and resources are checked for correct operation, minor maintenance needs and damage.</p> <p>1.3. Maintenance plan is confirmed according to supervisor's instructions and enterprise requirements.</p>                                                                                                                     |
| 2. Select and prepare tools, equipment and materials | <p>2.1. Tools, equipment and materials appropriate to the job requirements are selected and checked for serviceability according to manufacturer's specifications.</p> <p>2.2. Faulty or unsafe tools are identified and segregated for repair or replacement and reported according to enterprise requirements.</p> <p>2.3. Existing and potential hazards to health and safety are identified, assessed and reported according to Occupational Health and Safety (OHS) and enterprise requirements.</p> |
| 3. Carry out routine maintenance                     | <p>3.1. Suitable personal protective equipment is selected, used, maintained and stored according to OHS requirements.</p> <p>3.2. Routine maintenance to structures and surroundings is carried out according to the maintenance plan and enterprise requirements.</p> <p>3.3. Minor repairs to building cladding, and treatments to structural finishes, are carried out as required to minimise deterioration.</p>                                                                                     |



| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Complete maintenance activities | <p>4.1. Worksite, tools and materials are cleaned, returned to operating order, and stored according to OHS and enterprise requirements.</p> <p>4.2. Unwanted materials and waste from maintenance activities is collected, treated and disposed or recycled according to enterprise, OHS and environmental requirements.</p> <p>4.3. Relevant information is documented according to industry, enterprise requirements and OHS requirements.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and follow safe work practices
- interpret and apply task instructions
- operate a broad range of tools and equipment
- carry out building and maintenance operations
- work in team environment
- observe and report on the condition of structures and equipment
- communicate with work team and supervisor
- estimate and calculate volumes and usage.

#### Required knowledge

- characteristics, capabilities and limitations of materials, equipment and tools
- operation of water taps and reticulation systems
- types of building cladding and finishes, purpose and use
- identification of defects and appropriate repair methods
- appropriate selection of repair materials
- OHS legislative requirements and Codes of Practice
- relevant Codes of Practice and procedures with regard to protection of the environment.

## Evidence Guide

| EVIDENCE GUIDE                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• demonstrate correct selection and safe use of tools</li> <li>• apply basic building or construction techniques</li> <li>• store or dispose of unused or waste materials.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                         |

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                                                         |
| Properties may include:                                           | <ul style="list-style-type: none"> <li>• land areas</li> <li>• worksites</li> <li>• buildings and all components.</li> </ul>                                                                                                                                            |
| Structures may include:                                           | <ul style="list-style-type: none"> <li>• greenhouses</li> <li>• igloos</li> <li>• potting houses</li> <li>• poly-tunnels</li> <li>• glass houses</li> <li>• shade houses</li> <li>• sheds</li> <li>• work sheds</li> <li>• cool rooms</li> <li>• staff rooms</li> </ul> |

**RANGE STATEMENT**

|  |                                                                                                                                                                                                                                                                                                                                            |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• water tanks</li> <li>• yards</li> <li>• stock handling structures</li> <li>• silage pits</li> <li>• fodder and grain storages</li> <li>• park furniture</li> <li>• car parks, roads, pathways, pergolas</li> <li>• information boards, benches, landscape features and site furniture.</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |                |
|--------------------|----------------|
| <b>Unit sector</b> | Infrastructure |
|--------------------|----------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCIRG202A Assist with the operation of pressurised irrigation

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of assisting with the operation of pressurised irrigation systems under routine supervision and defines the standard required to: assemble and join irrigation system components; monitor irrigation times to deliver sufficient volume without over watering; operate and monitor irrigation systems; estimate water flow and regulate system to achieve and maintain correct operating pressures and water flows. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to working with limited supervision, within enterprise guidelines. |
|--------------------------------|--------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1. Assist with setting up of irrigation components | <p>1.1. Irrigation equipment is handled safely in accordance with Occupational Health and Safety (OHS) practices.</p> <p>1.2. Irrigation equipment is positioned, if necessary, in accordance with enterprise requirements.</p> <p>1.3. Irrigation components are checked and action taken, as required, in accordance with enterprise policy and procedures.</p> <p>1.4. Assemble and join irrigation system components where required.</p> <p>1.5. Water outlets are checked in accordance with enterprise practices.</p> |
| 2. Carry out irrigation operations                 | <p>2.1. Valves are opened and shut, as necessary, in accordance with enterprise procedures.</p> <p>2.2. Required pressures and water flows are achieved and maintained to ensure sufficient water availability.</p> <p>2.3. Equipment is relocated, if necessary, in accordance with enterprise procedures and OHS guidelines.</p>                                                                                                                                                                                          |
| 3. Clean and store irrigation equipment as require | <p>3.1. Equipment is cleaned and prepared for storage, as necessary, in accordance with enterprise policy and procedures.</p> <p>3.2. Equipment is loaded for transport safely, if necessary, in accordance with OHS practices.</p> <p>3.3. Equipment is stored, as required, in accordance with enterprise policy and procedures.</p>                                                                                                                                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and follow safe work practices
- shift and transfer loads
- follow enterprise policy and procedures relating to irrigation duties
- assemble and join irrigation system components
- operate irrigation systems (i.e., turn on and off)
- regulate system to achieve and maintain correct operating pressures and water flows
- estimate water flow
- monitor the environmental impacts of pressurised irrigation
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- basic operation of pressurised irrigation system
- irrigation times to deliver sufficient volume without over watering
- manual handling procedures
- OHS and environmental procedures relating to using pressurised irrigation systems.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• assemble and join irrigation system components</li> <li>• monitor irrigation times to deliver sufficient volume without over watering</li> <li>• operate and monitor irrigation systems</li> <li>• estimate water flow</li> <li>• regulate system to achieve and maintain correct operating pressures and water flows.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                                                                                    |
| Pressurised irrigation may include:                               | <ul style="list-style-type: none"> <li>• micro-irrigation systems</li> <li>• spray irrigation systems.</li> </ul>                                                                                                                                                                                  |
| Micro-irrigation systems may include:                             | <ul style="list-style-type: none"> <li>• mains pressure</li> <li>• low pressure</li> <li>• below or above ground</li> <li>• sprays systems</li> <li>• drip emitter trickle</li> <li>• t-tape</li> <li>• mini-sprinklers</li> <li>• capillary pop ups</li> <li>• gear driven sprinklers.</li> </ul> |
| Spray irrigation systems may include:                             | <ul style="list-style-type: none"> <li>• travelling irrigators (soft hose, hard hose boom type)</li> <li>• centre pivot</li> </ul>                                                                                                                                                                 |

| RANGE STATEMENT                 |                                                                                                                                                           |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>linear move</li> <li>powered side roll hand shift permanent (installed)</li> <li>bike shift/easy shift.</li> </ul> |
| Irrigation systems may include: | <ul style="list-style-type: none"> <li>a range from manual operation and monitoring to fully automated with computer control and monitoring.</li> </ul>   |

## Unit Sector(s)

|             |            |
|-------------|------------|
| Unit sector | Irrigation |
|-------------|------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|



## AHCIRG302A Install irrigation systems

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of installing pressurised irrigation systems and defines the standard required to: organise resources for installation work; set out and prepare site; install irrigation components; complete installation work, and commission irrigation systems; and communicate with work team members, supervisors, contractors and consultants. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit is likely to be carried out under routine supervision within enterprise guidelines. |
|--------------------------------|-----------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1. Organise resources for installation work | <p>1.1. Materials, tools, equipment and machinery are selected according to the irrigation system design requirements and enterprise work procedures.</p> <p>1.2. The construction site for the irrigation system and construction method is identified according to the site and irrigation system plans and enterprise work procedures.</p> <p>1.3. Parts and equipment delivered to site are checked according to system drawings and specifications.</p> <p>1.4. Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturer specifications and enterprise work procedures.</p> <p>1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed, controls implemented and reported to the supervisor.</p> <p>1.6. Suitable safety and personal protective equipment (PPE) are selected, used and maintained.</p> <p>1.7. Water supply is checked to ensure that it is compatible with system specifications.</p> |
| 2. Set out and prepare site                 | <p>2.1. Measurement and marking out of irrigation lines are consistent with the plan.</p> <p>2.2. Trenches, where constructed, are at the specified depth without damage to services, facilities, features and established plants.</p> <p>2.3. Equipment operation and work practices conform to enterprise and legislative OHS requirements.</p> <p>2.4. Regulations and legislation relevant to the situation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <p>are observed.</p> <p>2.5. Work practices reflect sustainable horticulture principles and respond to local community requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3. Install irrigation components | <p>3.1. Plan is interpreted and, where applicable, contractors are supervised and work is monitored to conform to the plan.</p> <p>3.2. Components are assembled and connected according to the plan, and joints are completed and tested according to manufacturer specifications.</p> <p>3.3. Fittings and valves are fitted and adjusted to the requirements of the installation plan, and all joints are secured according to enterprise guidelines.</p> <p>3.4. A clean and safe work area is maintained while installation work is carried out.</p> <p>3.5. Tools appropriate to the task being undertaken are chosen and used according to guidelines and safe working practices are employed.</p> |
| 4. Complete installation work    | <p>4.1. Earthworks are finished off to plan specifications and enterprise work procedures.</p> <p>4.2. The system configuration and capacity matches the installation plan.</p> <p>4.3. The site is restored and waste material is removed from the site and disposed of in an environmentally aware and safe manner according to enterprise work procedures.</p> <p>4.4. Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.</p>                                                                                                                                                                                                                  |
| 5. Commission irrigation system  | <p>5.1. Start-up sequence is in accordance with operations manual.</p> <p>5.2. System is flushed as required.</p> <p>5.3. Operating faults are identified and corrective actions taken according to the operations manual.</p> <p>5.4. Testing and monitoring equipment are calibrated to manufacturer specifications.</p> <p>5.5. Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.</p>                                                                                                                                                                                                                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and implement safe work procedures
- organise resources for installation work
- set out and prepare site
- install irrigation components
- complete installation work
- commission irrigation system
- implement and follow relevant enterprise OHS and environmental policies and procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- methods and techniques of irrigation
- components of an irrigation system
- characteristics and operation of joints, valves and sprinkler components
- operation of pumps and water flow rates
- behaviour of water on varying terrain and soil types
- soil water retention testing techniques
- water quality and water filtration techniques
- calculations for installing irrigation systems
- soil characteristics
- environmental impacts of installing irrigation systems
- enterprise OHS procedures.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• organise resources for installation work</li> <li>• set out and prepare site</li> <li>• install irrigation components</li> <li>• complete installation work</li> <li>• commission irrigation systems and communicate with work team members, supervisors, contractors and consultants.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                         |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                         |
| System may include:                                               | <ul style="list-style-type: none"> <li>• irrigation systems, such as mains pressure, low pressure, below ground, above ground, spray systems, dripper and capillary systems.</li> </ul> |

## Unit Sector(s)

|                    |            |
|--------------------|------------|
| <b>Unit sector</b> | Irrigation |
|--------------------|------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Competency field

| Competency field |  |
|------------------|--|
|------------------|--|

## AHCIRG305A Operate pressurised irrigation systems

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of operating pressurised irrigation systems and defines the standard required to: read and follow operations manual and irrigation schedules; carry out pre-start checks; operate and inspect the system; measure and interpret flow rates and pressures; identify adverse environmental impacts of irrigation activities and take appropriate remedial action; shut down in response to irrigation indicators. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in irrigated farming systems and is likely to be carried out under routine supervision within enterprise guidelines. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Perform pre-start checks for pressurised irrigation system | <p>1.1. Checks of water, power, fuel and lubricants ensure that all are available and the control system is operational.</p> <p>1.2. Pumps are primed, if necessary, and valves and controls are open or closed as directed.</p> <p>1.3. Pressure and flow testing equipment are calibrated and available as required.</p> <p>1.4. Other pre-start system checks are carried out in accordance with manufacturer's requirements and enterprise procedures.</p> |
| 2. Start up and inspect system                                | <p>2.1. Start up sequence is implemented in accordance with operations manual.</p> <p>2.2. All malfunctions, leaks and blockages are corrected or repaired immediately and reported in accordance with enterprise procedures.</p> <p>2.3. Pressure at the headworks and control valves is checked against design specifications</p> <p>2.4. Water distributed is checked for even coverage over the targeted areas with minimal wastage and run-off.</p>       |
| 3. Shut down system based upon irrigation indicators          | <p>3.1. Water is applied for sufficient time to achieve required soil moisture levels in accordance with irrigation schedule, environmental considerations and allowing for weather conditions.</p> <p>3.2. System components are shut down and drained in sequence in accordance with manufacturer's specifications and enterprise procedures.</p> <p>3.3. Drainage and treatment systems are checked in</p>                                                  |



| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                            |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>accordance with enterprise procedures.</p> <p>3.4. Irrigation activities are recorded and in reported accordance with regulatory requirements and enterprise procedures.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and implement safe work procedures
- read and follow operations manual and irrigation schedules
- calibrate pressure and flow testing equipment
- carry out pre-start checks and prime pumps
- start up system and carry out operational checks
- measure and interpret flow rates and pressures
- perform shut down procedures
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- implement and follow relevant OHS and environmental policies and procedures relating to the operation of pressurised irrigation systems
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- general irrigation methods for pressurised systems
- main components of pressurised irrigation systems
- pump types used in pressurised irrigation systems and their operation
- environmental impacts of irrigation using water from any ground or underground source
- soil/plant/water relationships

**REQUIRED SKILLS AND KNOWLEDGE**

- water requirements of plants/crops consistent with sound environmental management
- shutdown sequence
- OHS, environmental and enterprise policies and procedures relating to the operation of pressurised irrigation systems.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- read and follow operations manual and irrigation schedules
- carry out pre-start checks
- operate and inspect the system
- measure and interpret flow rates and pressures
- identify adverse environmental impacts of irrigation activities and take appropriate remedial action
- shut down in response to irrigation indicators.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                               |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                               |
| System may require:                                               | <ul style="list-style-type: none"><li>pressurised irrigation systems such as micro-irrigation systems and spray irrigation systems.</li></ul> |

## Unit Sector(s)

|             |            |
|-------------|------------|
| Unit sector | Irrigation |
|-------------|------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCIRG306A Troubleshoot irrigation systems

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of troubleshooting faults and blockages in irrigation systems and defines the standard required to: read and apply system specifications, technical manuals and supply/spare parts inventories; locate and identify faulty components and blockages; apply shutdown sequence and isolation procedures; remove faulty components from the system and install replacements; clear blockages or replace blocked sections; and return isolated or shutdown components to service. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers on irrigation farms or to irrigation contractors. The work is likely to be carried out under routine supervision within enterprise guidelines. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1. Locate and identify faulty components and blockages | <ul style="list-style-type: none"><li>1.1. Irrigation system and component function is determined by reference to system specifications and technical manuals.</li><li>1.2. Monitoring and maintenance records are checked and reviewed.</li><li>1.3. Operational tests are carried out according to system specifications, technical manuals and Occupational Health and Safety (OHS) requirements.</li><li>1.4. Faulty components and blockages are identified and documented according to enterprise policy and procedures.</li></ul> |
| 2. Shut down/isolate component                         | <ul style="list-style-type: none"><li>2.1. Shut own sequence and isolation procedures are applied as required according to system specifications and technical manuals.</li><li>2.2. Safe shutdown or isolation is verified.</li><li>2.3. Safety/security lock off devices and signage is installed according to enterprise policy and procedures.</li></ul>                                                                                                                                                                             |
| 3. Replace faulty components and clear blockages       | <ul style="list-style-type: none"><li>3.1. Access to faulty components and blockages is arranged.</li><li>3.2. Faulty components are removed from the system, according to system specifications and technical manuals, and repaired or disposed of in an environmentally responsible way.</li><li>3.3. Replaceable components are selected from</li></ul>                                                                                                                                                                               |

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <p>manufacturer catalogues and procured using enterprise procedures.</p> <p>3.4. Replacement components are installed to meet system specifications according to technical manuals.</p> <p>3.5. Replace faulty components and clear blockages are carried out without unnecessary damage to surrounding site and structures.</p> <p>3.6. Blockages are cleared or blocked sections replaced according to enterprise procedures.</p> |
| 4. Return system to normal operating status | <p>4.1. Isolated or shutdown components are returned to service.</p> <p>4.2. Operational tests are carried out according to system specifications, technical manuals and OHS requirements.</p> <p>4.3. System is returned to normal operational set-up.</p> <p>4.4. Repair activities are reported and recorded according to enterprise policy and procedures.</p>                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- operate, maintain and repair irrigation systems
- shut down and isolate components
- replace components
- carry out operational tests
- implement and follow relevant enterprise OHS and environmental policies and procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required

**REQUIRED SKILLS AND KNOWLEDGE**

- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- identification, characteristics and operation of replaceable components of irrigation systems
- system malfunctions and their likely causes
- environmental impacts of irrigation, using water from any ground or underground source
- purchasing procedures
- isolation procedures
- enterprise policies and procedures
- irrigation, OHS and environmental guidelines.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- read and apply system specifications, technical manuals and supply/spare parts inventories
- locate and identify faulty components and blockages
- apply shutdown sequence and isolation procedures
- remove faulty components from the system and install replacements
- clear blockages or replace blocked sections
- return isolated or shutdown components to service.

**Context of and specific resources for**

Competency requires the application of work practices

**EVIDENCE GUIDE****assessment**

under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

System may include:

- pressurised irrigation systems, such as micro-irrigation, spray irrigation or gravity-fed irrigation systems.

**Unit Sector(s)****Unit sector**

Irrigation

**Co-requisite units****Co-requisite units**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**Competency field****Competency field**



# AHCIRG407A Supervise on-site irrigation installation and construction work

## Modification History

Not Applicable

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers supervising on-site irrigation installation and construction work and defines the standard required to: organise supplies and labour; organise the installation of supplies and equipment; implement and monitor on site operations; test the installation or construction against specifications; carry out any remediation work required. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to those persons who supervise on-site irrigation installation and construction work. |
|--------------------------------|---------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1. Implement effective communication                                                         | 1.1.Site instructions for irrigation installation and construction work are recorded to comply with quality management requirements.<br>1.2.Dates, times and personnel to attend site meetings are organised.                                                                                                                                                                                                    |
| 2. Implement and monitor Occupational Health and Safety (OHS) and risk management procedures | 2.1.First aid facilities are established as necessary.<br>2.2.Plant and equipment requiring certificated operators are identified to comply with risk management procedures.<br>2.3.Likely hazards are identified and precautions taken.<br>2.4.Role of Construction Safety Supervisor is identified.<br>2.5.Documentation for safety reporting is instigated.                                                   |
| 3. Organise the supply and installation of materials and equipment                           | 3.1.Material orders are placed according to appropriate schedule.<br>3.2.Equipment is hired according to planned schedule.<br>3.3.Maintenance procedures are established for equipment.                                                                                                                                                                                                                          |
| 4. Supervise on-site operations                                                              | 4.1.Operations are implemented according to appropriate schedule and contract.<br>4.2.Sub-contractor operations are co-ordinated and monitored, including all aspects of materials used and standards of workmanship.<br>4.3.Problems and delays are addressed as they arise and action recorded.<br>4.4.Industrial relations are monitored continuously and issues resolved to minimise impact on job progress. |

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p>4.5. Revisions are made to project schedule, when required, and variations documented to comply with quality management procedures.</p> <p>4.6. Quality management procedures are applied continuously as per adopted standards for job.</p> <p>4.7. Safety procedures are monitored continuously, reports analysed and procedures reviewed as required.</p> <p>4.8. Reports on current project status are prepared for management.</p> <p>4.9. Supervision of multiple projects is planned.</p> |
| 5. Administer progress claims/payment | <p>5.1. Summary records are prepared for progress claims.</p> <p>5.2. Actual expenditure and earnings are checked against scheduled projected costs.</p>                                                                                                                                                                                                                                                                                                                                            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and implement safe systems of work
- order materials and equipment to meet schedule
- administer the contract on site
- supervise construction operations in the most efficient sequence
- identify adverse environmental impacts of irrigation installation activities and take appropriate remedial action
- comply with statutory requirements
- follow environmental procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of

**REQUIRED SKILLS AND KNOWLEDGE**

cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- communication procedures for on site labour and authorities
- safety procedures and quality assurance programs
- local government regulations
- on-site contract provisions
- projected costs
- environmental impacts of irrigation system installation using water from any ground or underground source
- OHS and environmental legislation, codes of practice and environmental procedures.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- organise supplies and labour
- organise the installation of supplies and equipment
- implement and monitor on site operations
- test the installation or construction against specifications
- carry out any remediation work required.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

| RANGE STATEMENT                                                   |                                                                                           |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                           |
| Systems may include:                                              | <ul style="list-style-type: none"><li>both gravity fed and pressurised systems.</li></ul> |

## Unit Sector(s)

|             |            |
|-------------|------------|
| Unit sector | Irrigation |
|-------------|------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCLSC401A Supervise landscape project works

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers supervising landscape project works and defines the standard required to: develop a project plan and apply for planning approvals if required; calculate and obtain quotes for materials and receive on site; supervise the work team and ensure a safe work environment; minimise environmental risks and impacts; monitor the landscape works through to completion and rectify problems; complete a landscape works report and present to management and client. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to those whose job role includes the coordination and supervision of planting programs, turf installations and cultivation, the construction and installation of landscape structures and features, installation of drainage and irrigation and garden maintenance or restoration projects across a range of situations and environments including amenity and natural resource areas. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1. Identify scope of landscape project works     | <p>1.1.Nature of landscape project works and extent of responsibilities are identified and checked against relevant landscape documentation.</p> <p>1.2.Personnel and other resources required to undertake landscape project works are identified according to the scope of the project and relevant landscape documentation.</p> <p>1.3.A work program is developed according to the needs of management and/or the client to ensure that project outcomes are reached within designated time lines.</p> <p>1.4.The environmental impact of the proposed landscape project works is considered.</p> <p>1.5.Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented.</p> |
| 2. Coordinate the supply of materials/ equipment | <p>2.1.Material quantities and equipment requirements are calculated to ensure an on-going work program is maintained according to the scope of the project.</p> <p>2.2.Material quantities are ordered, checked for quantity and quality, and stockpiled where required.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| ELEMENT                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <p>2.3.Any specific delivery instructions are conveyed and confirmed with suppliers to ensure materials are delivered according to the work program.</p> <p>2.4.Any material rejected is sent back to supplier and re-ordered.</p>                                                                                                                                                                                                                                                                                                                                                |
| 3. Monitor project works | <p>3.1.Work program is monitored and adjusted to ensure the site is developed according to the needs of management and/or the client, and to ensure that project outcomes are reached within designated time lines</p> <p>3.2.Variations to the work program, issues likely to cause delays, and contingencies beyond the scope of the project are identified, recorded and reported to management and/or the client.</p> <p>3.3.The work site is monitored to ensure it remains in a clean, tidy and safe condition throughout and on completion of landscape project works.</p> |
| 4. Complete site works   | <p>4.1.Site is inspected prior to practical completion to ensure all works have been undertaken according to management and/or client needs and the relevant landscape documentation.</p> <p>4.2.Any works not complying are noted and rectified.</p> <p>4.3.A completed landscape project works report is produced, recorded and communicated to management and/or the client.</p>                                                                                                                                                                                               |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- calculate material and resource requirements
- control quality of supplied materials
- coordinate a team to achieve optimum performance
- demonstrate safe working practices
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly



**REQUIRED SKILLS AND KNOWLEDGE**

- information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
  - use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
  - use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- environmental awareness associated with undertaking landscape project works to ensure the impact on the environment is minimal
- project contracts, documentation, plans and specifications
- possible causes of disruption to work programs and their effect on quality and time schedules
- site assessment and work site establishment
- supervision of labour and sub-contractors
- job reporting including format, frequency and documentation
- issuing of instructions, variations and RFI
- legislative requirements and legal responsibilities (including OHS)
- OHS responsibilities of employers and employees
- hazard identification, assessment and control.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- develop a project plan and apply for planning

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>approvals if required</p> <ul style="list-style-type: none"> <li>• calculate and obtain quotes for materials and receive on site</li> <li>• supervise the work team and ensure a safe work environment</li> <li>• minimise environmental risks and impacts</li> <li>• monitor the landscape works through to completion and rectify problems</li> <li>• complete a landscape works report and present to management and client.</li> </ul> |
| <b>Context of and specific resources for assessment</b> | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                    |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Landscape project works may include:                              | <ul style="list-style-type: none"> <li>• planting programs</li> <li>• turf installation and cultivation</li> <li>• the erection of landscape structures and features</li> <li>• installation of drainage and irrigation</li> <li>• garden maintenance or restoration</li> <li>• construction of walking tracks</li> <li>• boardwalks and safety rails</li> <li>• earthworks involving land shaping and stabilisation of slopes and embankments.</li> </ul> |
| Landscape project works may include:                              | <ul style="list-style-type: none"> <li>• amenity and/or natural areas.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |

## Unit Sector(s)

|             |           |
|-------------|-----------|
| Unit sector | Landscape |
|-------------|-----------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

# AHCMOM204A Undertake operational maintenance of machinery

## Modification History

Not Applicable

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of undertaking operational maintenance of machinery and defines the standard required to: select and prepare tools and equipment; carry out lubrication and basic servicing; conduct basic diagnostic tests; report simple faults or report and tag more serious faults; collect, remove and recycle or dispose of wastes; maintain records of machinery maintenance. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in the agriculture, horticulture and land management sectors who use non-specialist skills to perform basic servicing and repairs on a range of machinery according to scheduled maintenance programs. The operational maintenance of machinery will usually follow set routines, methods and procedures. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1. Prepare for maintenance       | <p>1.1. Maintenance plans are accessed and understood prior to undertaking maintenance work.</p> <p>1.2. Tools and supplies are selected appropriate to job requirements and confirmed against maintenance plan.</p> <p>1.3. Tools are inspected for serviceability and prepared for use according to manufacturer's specifications and enterprise requirements.</p> <p>1.4. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.</p> |
| 2. Perform scheduled maintenance | <p>2.1. OHS hazards are identified and safety concerns reported to the supervisor.</p> <p>2.2. Greasing, lubrication and other basic servicing of machinery are carried out according to manufacturer's specifications and enterprise requirements.</p> <p>2.3. Equipment is adjusted according to manufacturer's specifications and enterprise requirements.</p> <p>2.4. Basic diagnostic techniques are applied and</p>                                                                    |

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p>mechanical faults are identified and rectified according to manufacturer's specifications.</p> <p>2.5. More serious or complex faults are reported for referral according to enterprise requirements.</p>                                                                                                                                                                                                                                                               |
| 3. Complete maintenance activities | <p>3.1. Tools are cleaned and stored according to OHS and enterprise requirements.</p> <p>3.2. Waste from maintenance activities is collected, treated and disposed or recycled according to enterprise environmental requirements.</p> <p>3.3. Work areas are cleaned, returned to operating condition and maintained according to OHS and enterprise requirements.</p> <p>3.4. Relevant information is documented according to industry and enterprise requirements.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and apply safe work practices
- use tools and equipment safely
- carry out basic servicing of machinery
- carry out basic mechanical fault finding and diagnostic tests
- refer complex mechanical faults to appropriate technician
- follow procedures to dispose of waste
- recognise caution or hazard signs and symbols
- interpret tasks or information from labels, manuals or written instructions
- record information accurately or verbally report information
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

**REQUIRED SKILLS AND KNOWLEDGE****Required knowledge**

- types and uses of lubricants and other commonly used servicing materials
- operational principles of machinery including mechanical and auto-electrical systems
- servicing characteristics of plant and equipment
- types, characteristics, uses and limitations of hand power tools
- functions of components of common mechanical and hydraulic systems
- working principles of 2-stroke, 4-stroke, petrol and diesel engines
- set-up requirements of plant and equipment, and principles of calibration
- basic diagnostic processes and techniques
- environmental Codes of Practice with regard to maintenance activities
- OHS and environmental legislative and enterprise requirements and Codes of Practice
- hazard identification and OHS procedures.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- select and prepare tools and equipment
- carry out lubrication and basic servicing
- conduct basic diagnostic tests
- report simple faults or report and tag more serious faults
- collect, remove and recycle or dispose of wastes
- maintain records of machinery maintenance.

**Context of and specific resources for**

Competency requires the application of work practices

**EVIDENCE GUIDE****assessment**

under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

Operational maintenance of machinery may include:

- the basic operational maintenance of a range of agricultural, horticultural or land management machinery.

Machinery may include:

- sprayers
- tractors
- mechanical pruners
- harvesters
- turf mowers
- rotary hoes
- chainsaws
- hedge trimmers
- winches
- vehicles
- motorcycles.

**Unit Sector(s)****Unit sector**

Machinery operation and maintenance

**Co-requisite units****Co-requisite units**

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCMOM205A Operate vehicles

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of maintaining and operating vehicles and defines the standard required to: carry out routine checks and maintenance; store loads securely; drive a range of vehicles safely and defensively; record details of vehicle use and maintenance. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to working under minimal supervision within enterprise guidelines. |
|--------------------------------|--------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1. Prepare vehicle for use                 | <ul style="list-style-type: none"><li>1.1. Occupational Health and Safety (OHS) hazards in the work area are identified and reported to the supervisor.</li><li>1.2. Routine checks and maintenance of vehicle are conducted prior to use according to manufacturers specifications and enterprise requirements.</li><li>1.3. Faults or malfunctions are identified and reported for repair according to enterprise requirements.</li><li>1.4. Loads are secured according to safe operational specifications, OHS, legislative and enterprise requirements.</li></ul>                                      |
| 2. Drive vehicle                           | <ul style="list-style-type: none"><li>2.1. Suitable personal protective equipment is selected, used, maintained and stored according to OHS and enterprise requirements.</li><li>2.2. Vehicle is driven in a safe and controlled manner and monitored for performance and efficiency.</li><li>2.3. Driving hazards are identified, anticipated and controlled through the application of safe and defensive driving techniques.</li><li>2.4. Environmental implications associated with vehicle operation are recognised and positive enterprise environmental procedures applied where relevant.</li></ul> |
| 3. Complete and record vehicle performance | <ul style="list-style-type: none"><li>3.1. Shut-down procedures are conducted according to manufacturer's specifications and enterprise requirements.</li><li>3.2. Malfunctions, faults, irregular performance or damage to vehicle is detailed and reported according to enterprise requirements.</li><li>3.3. Vehicle is cleaned and decontaminated (where necessary), secured and stored according to enterprise and OHS requirements.</li></ul>                                                                                                                                                         |

| ELEMENT | PERFORMANCE CRITERIA                                                                                        |
|---------|-------------------------------------------------------------------------------------------------------------|
|         | 3.4. Vehicle operational reports are maintained to industry standards according to enterprise requirements. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and implement safe operating procedures
- steer, manoeuvre and position vehicles in a smooth and controlled manner in on and off-road conditions
- demonstrate safe and environmentally responsible workplace practices
- obtain relevant licenses and permits
- demonstrate emergency procedures and safe driving techniques
- read and comprehend operator manuals
- effectively communicate faults, malfunctions and workplace hazards
- interpret and apply task instructions, report and maintain operational records
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- components, controls and features of vehicles and their functions
- operating principles and operating methods
- load limits and the principles of weight distribution with regard to load shifting and vehicle movement
- effects of adverse weather and terrain conditions on the operation of vehicles
- OHS legislative requirements and Codes of Practice
- Environmental Codes of Practice with regard to the operation of vehicles
- Relevant State/Territory legislation and regulations with regard to licensing, road and traffic requirements.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- carry out routine checks and maintenance
- store loads securely
- drive a range of vehicles safely and defensively
- record details of vehicle use and maintenance.

#### Context of and specific resources for assessment

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole.

Vehicles may include:

- utilities
- four wheel drive vehicles
- light trucks.

## Unit Sector(s)

### Unit sector

Machinery operation and maintenance

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

# AHCMOM301A Coordinate machinery and equipment maintenance and repair

## Modification History

Not Applicable

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of coordinating machinery and equipment maintenance and repair for a small enterprise and defines the standard required to: seek technical advice on scale of repairs required where necessary; establish priorities for work to be carried out; calculate material and resource requirements and place orders; respond to contingencies and take corrective actions where necessary; monitor and document personnel, activities, timelines and materials usage; monitor and report on activities undertaken. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                                                                                                                   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in agriculture, horticulture and land management who ensure that machinery and equipment for the enterprise is maintained and repaired in a way that allows the core business of the enterprise to continue with minimal disruption. |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. Prepare for maintenance and repair work | <ul style="list-style-type: none"><li>1.1. Requirements of the work responsibilities are clarified with the supervisor and according to enterprise guidelines.</li><li>1.2. Equipment and material resource requirements are identified according to the scope of the coordination work and the supervisor's instructions.</li><li>1.3. The priorities for maintenance and repair activities and time allocation is identified, documented and presented to the supervisor for verification.</li><li>1.4. The environmental implications of the proposed maintenance and repair work are identified and the likely outcomes assessed and reported to the supervisor.</li><li>1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.</li><li>1.6. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures.</li></ul> |
| 2. Maintain and repair machinery and       | <ul style="list-style-type: none"><li>2.1. Equipment/machinery is maintained and repaired as authorised by the supervisor and according to</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| equipment                                                      | <p>enterprise guidelines and work place priorities.</p> <p>2.2. Materials to assist in maintenance and repair work are purchased, stored and/or used as required.</p> <p>2.3. Delivery of materials to the site is organised according to workplace priorities.</p> <p>2.4. Machinery and equipment is organised to be on-site in good order when they are required.</p> <p>2.5. Maintenance and repairs requiring specialist attention and work are identified and organised according to enterprise guidelines.</p>                                                                                                                                                                              |
| 3. Co-ordinate and report on maintenance and repair activities | <p>3.1. Resources are coordinated and timed to suit the maintenance and repair activities and priority of work.</p> <p>3.2. Operators are informed of appropriate use and their responsibilities in respect to operational maintenance requirements of machinery and equipment.</p> <p>3.3. Personnel, activities, timelines and materials usage are monitored and documented according to enterprise guidelines.</p> <p>3.4. Contingency situations are recognised and reported to the supervisor and corrective actions taken according to enterprise guidelines.</p> <p>3.5. A simple report is written to inform management of maintenance and repair activities undertaken and completed.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- implement safe work procedures and ensure a safe workplace
- read and interpret documentation associated with work site activities
- calculate material and resource requirements
- co-ordinate a team to achieve optimum performance
- document results clearly and concisely
- perform an OHS risk assessment

**REQUIRED SKILLS AND KNOWLEDGE**

- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- work schedule programming
- possible causes of disruption to work activities and their effect on quality and time schedules
- responsibilities and requirements for maintaining and repairing machinery and equipment
- the range, use and availability of materials, equipment and machinery that may be required for the project
- environmental awareness associated with undertaking maintenance and repair work on machinery and equipment to ensure the impact on the environment is minimal
- OHS issues, legislative requirements and codes of practice.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- seek technical advice on scale of repairs required where necessary
- establish priorities for work to be carried out
- calculate material and resource requirements and place orders
- respond to contingencies and take corrective actions

| EVIDENCE GUIDE                                          |                                                                                                                                                                                                       |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | where necessary <ul style="list-style-type: none"> <li>• monitor and document personnel, activities, timelines and materials usage</li> <li>• monitor and report on activities undertaken.</li> </ul> |
| <b>Context of and specific resources for assessment</b> | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.            |

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                                                                                                                                                                                      |
| Hazards may include:                                              | <ul style="list-style-type: none"> <li>• disturbance of services</li> <li>• solar radiation</li> <li>• dust</li> <li>• noise</li> <li>• through traffic</li> <li>• uneven surfaces and holes</li> <li>• moving machinery and machinery parts</li> <li>• powered equipment and hand tools</li> <li>• hazards from use of hired equipment</li> <li>• overhead hazards including powerlines.</li> </ul> |

## Unit Sector(s)

|                    |                                     |
|--------------------|-------------------------------------|
| <b>Unit sector</b> | Machinery operation and maintenance |
|--------------------|-------------------------------------|

## Co-requisite units

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCMOM304A Operate machinery and equipment

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of maintaining and operating machinery and equipment and defines the standard required to: carry out pre-operational checks and maintenance and report defects if necessary; secure attachments according to manufacturer's directions; operate machinery in a safe and controlled manner; follow procedures to minimise environmental impacts; implement shut-down procedures and store machinery and equipment; record maintenance and operation details. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                      |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in agriculture, horticulture and land management who operate machinery and equipment for the enterprise. The unit is likely to be carried out under limited supervision with checking only related to overall progress. |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1. Prepare machinery and equipment for use | <ul style="list-style-type: none"><li>1.1. Machine and equipment is selected appropriate to job requirements and confirmed against a work plan.</li><li>1.2. Routine pre-operational checks of machinery and equipment are carried out to manufacturer's specifications and enterprise requirements.</li><li>1.3. Equipment is securely attached and calibrated for operation to manufacturer's specifications.</li><li>1.4. Faulty machinery and equipment is identified, safety tagged, and reported to supervisor according to enterprise requirements.</li><li>1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.</li></ul> |
| 2. Operate machinery and equipment         | <ul style="list-style-type: none"><li>2.1. Machinery and equipment is operated in a safe and controlled manner, and monitored for performance and efficiency.</li><li>2.2. Risk to self, others and the environment are recognised and minimised according to enterprise and OHS requirements.</li><li>2.3. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures.</li><li>2.4. Environmental implications associated with machinery operation are identified, assessed and taken into account.</li></ul>                                                                                                                                                 |

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Check and complete machinery and equipment operation | <p>3.1. Machinery and equipment shut-down procedures are carried out to manufacturer's specifications and enterprise requirements.</p> <p>3.2. Machinery and equipment operational records are maintained according to enterprise requirements.</p> <p>3.3. Machinery and equipment damage, malfunctions or irregular performance are recorded and/or reported according to enterprise requirements.</p> <p>3.4. Machinery and equipment is cleaned, secured and stored according to manufacturer's specifications and enterprise requirements.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and implement safe operating procedures
- complete pre-operational checks
- recognise and report defects
- operate machinery and equipment to industry standards
- demonstrate safe and environmentally responsible workplace practices
- read and interpret manufacturer's specifications, work and maintenance plans, and Material Safety Data Sheets (MSDSs)
- interpret and apply instructions, communicate with work team and supervisor, record and report equipment faults, workplace hazards, and accidents
- measure and calculate volumes, consumption and servicing requirements
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- manufacturers specifications for servicing of machinery and equipment
- operating principles and operating methods for machinery and equipment
- principles of weight distribution with regard to load shifting and machinery movement
- procedures for cleaning, securing and storing machinery, equipment and materials
- potential risks and hazards associated with the operation of machinery and

**REQUIRED SKILLS AND KNOWLEDGE**

- equipment
- use of hazardous substances
- environmental impacts and minimisation measures associated with the operation of machinery and equipment
- OHS and environmental legislation, regulations and Codes of Practice
- relevant State/Territory legislation, regulations and Codes of Practice with regard to licensing, roads and traffic requirements.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- carry out pre-operational checks and maintenance and report defects if necessary
- secure attachments according to manufacturer's directions
- operate machinery in a safe and controlled manner
- follow procedures to minimise environmental impacts
- implement shut-down procedures and store machinery and equipment
- record maintenance and operation details
- evidence records must include details of the machinery and equipment that the candidate was assessed on.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or



**EVIDENCE GUIDE**

|  |                           |
|--|---------------------------|
|  | enterprise circumstances. |
|--|---------------------------|

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

Machinery and equipment may include:

- hydraulic equipment
- stationary engines
- spraying equipment
- mulching and chipping equipment
- powered trailers and three point linkage equipment
- excludes chainsaws, tractors, vehicles and earth moving equipment.

**Unit Sector(s)**

|                    |                                     |
|--------------------|-------------------------------------|
| <b>Unit sector</b> | Machinery operation and maintenance |
|--------------------|-------------------------------------|

**Co-requisite units**

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|                           |  |
|                           |  |

Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCMOM305A Operate specialised machinery and equipment

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the operation of specialised machinery and equipment and defines the standard required to: prepare and operate the machinery in accordance with manufacturer's specifications; operate the machinery in a safe, efficient and controlled manner; conduct pre and post operational checks; perform minor maintenance and fault finding; record work activities. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in agriculture, horticulture and land management who operate specialised machinery and equipment for the enterprise. A high level of individual responsibility is involved, depending on the level and nature of risk involved and the project. This unit does not cover machinery and equipment described elsewhere in the AHC10 standards at the AQF 3 level. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1. Select and prepare specialised machinery and equipment for use | <ul style="list-style-type: none"><li>1.1. Specialised machinery and equipment is selected and prepared to job requirements and confirmed against work plan.</li><li>1.2. Routine pre-operational checks of specialised machinery and equipment are completed to manufacturer's specifications and enterprise requirements.</li><li>1.3. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.</li></ul>                                                                                  |
| 2. Operate specialised machinery and equipment                    | <ul style="list-style-type: none"><li>2.1. Machinery and equipment is operated in a safe and controlled manner and monitored for performance and efficiency.</li><li>2.2. Risks to self, others and the environment are anticipated and minimisation strategies implemented accordingly.</li><li>2.3. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures.</li><li>2.4. Environmental implications associated with machinery operation are identified, assessed and reported to the supervisor.</li></ul> |
| 3. Complete and report on specialised machinery and               | <ul style="list-style-type: none"><li>3.1. Shut-down procedures for specialised machinery and equipment are completed to manufacturer's specifications and enterprise requirements.</li></ul>                                                                                                                                                                                                                                                                                                                                                      |

| ELEMENT             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| equipment operation | <p>3.2. Specialised machinery and equipment operational records are completed and maintained according to enterprise requirements.</p> <p>3.3. Malfunctions, faults, irregular performance and damage to specialised machinery and equipment are detailed and reported according to enterprise requirements.</p> <p>3.4. Specialised machinery and equipment is cleaned, secured and stored according to OHS and enterprise requirements.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and implement safe work procedures
- select the appropriate machinery and equipment for the work plan
- determine and check operating methods with management
- carry out pre-operational checks on machinery
- examine faults or breakdowns and specify repairs
- use machinery or equipment in a safe and controlled manner to perform specific tasks by utilising the various components, controls and features
- maintain and monitor performance and maintenance records
- use environmentally responsible practices for operation of machinery and equipment, and to dispose of used oils and machinery parts
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- manufacturer's requirements and/or workplace requirements for:

**REQUIRED SKILLS AND KNOWLEDGE**

- pre-operational checks
- machinery operation techniques
- operator level servicing
- shutdown
- emergency procedures
- basic diagnostic techniques
- equipment characteristics, technical capabilities and limitations
- components and controls features and functions
- OHS and environmental legislation, Codes of Practice and enterprise requirements
- licensing requirements for machinery.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- prepare and operate the machinery in accordance with manufacturer specifications
- operate the machinery in a safe, efficient and controlled manner
- conduct pre and post operational checks
- perform minor maintenance and fault finding
- record work activities
- Evidence records must include a description of the machinery and equipment that the candidate was assessed on.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or

**EVIDENCE GUIDE**

|  |                           |
|--|---------------------------|
|  | enterprise circumstances. |
|--|---------------------------|

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

Machinery and equipment may include:

- feed mixers
- specialised turf equipment
- specialised nursery equipment
- livestock feeding systems
- filtering and pumping equipment
- poultry performance monitoring equipment
- fertilising application
- grain handling equipment.

**Unit Sector(s)**

|                    |                                     |
|--------------------|-------------------------------------|
| <b>Unit sector</b> | Machinery operation and maintenance |
|--------------------|-------------------------------------|

**Co-requisite units**

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|                           |  |
|                           |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|



## AHCPGD201A Plant trees and shrubs

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of manual planting of trees and shrubs and defines the standard required to: carry out ground preparation; excavate planting holes; apply suitable tree planting techniques for the tree species; inspect root ball quality; apply a range of treatments; apply post planting applications; monitor and record plantings. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to the process of planting of trees, shrubs and other containerised and bare-rooted plants. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. Prepare for planting operations           | 1.1. Occupational Health and Safety (OHS) hazards are identified and reported to the supervisor.<br>1.2. Personal Protective Equipment (PPE) is used and maintained according to procedures.<br>1.3. Tools and equipment for planting are used according to directions.<br>1.4. Site is marked out according to planting plan and according to directions.<br>1.5. Competing plants are controlled.<br>1.6. Soil is modified according to directions. |
| 2. Prepare trees and shrubs for planting     | 2.1. Planting holes are excavated according to the needs of the plant.<br>2.2. Trees and shrubs are watered prior to planting.<br>2.3. Root ball is verified to be damp.<br>2.4. Trees and shrubs are removed from containers.                                                                                                                                                                                                                        |
| 3. Inspect plants and report problems        | 3.1. Plant and root ball are inspected<br>3.2. Dry, water repellent and loose root balls are reported to the supervisor.<br>3.3. Presence of symptoms of pests or disease is reported to the supervisor.<br>3.4. Root treatments are applied according to directions.                                                                                                                                                                                 |
| 4. Install trees, shrubs and/or other plants | 4.1. Plants are placed in hole.<br>4.2. Planting hole is back-filled and soil consolidated.<br>4.3. Plants are watered in where required to eliminate air pockets.                                                                                                                                                                                                                                                                                    |

| ELEMENT | PERFORMANCE CRITERIA          |
|---------|-------------------------------|
|         | 4.4. Apply mulch as directed. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards
- use tools and equipment for planting
- mark out planting site
- excavate planting holes
- inspect root ball condition
- observe problems of root balls
- install plants
- apply root treatments
- follow work procedures
- participate in teams and contribute to team objective
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- basic botany and physiology
- chemical use, toxicity and mode of action of chemicals used
- awareness of the impact of planting activities on the surrounding environment
- planting techniques relating to specific species
- factors affecting the timing and method of tree or shrub planting
- initial establishment needs of juvenile plants
- soil amelioration techniques
- principles relating to the application of mulches and fertilisers
- basic plant structure and the physical and nutritional requirements of plants
- OHS legislative requirements and Code of Practice

**REQUIRED SKILLS AND KNOWLEDGE**

- manual handling techniques
- the effect of adverse outdoor climatic conditions.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- carry out ground preparation
- excavate planting holes
- apply suitable tree planting techniques for the tree species
- inspect root ball quality
- apply a range of treatments
- apply post planting applications
- monitor and record plantings.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

| <b>RANGE STATEMENT</b> |                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plants may include:    | <ul style="list-style-type: none"> <li>trees, shrubs and other containerised and bare-rooted plants.</li> </ul>                                                                                                                                                                                                                                                                          |
| Planting may include:  | <ul style="list-style-type: none"> <li>all plant installations and planting activities in parks and gardens</li> <li>domestic and commercial landscapes</li> <li>sporting facilities</li> <li>planting of windbreaks and shelter belts</li> <li>programmed environmental maintenance</li> <li>rehabilitation of natural areas</li> <li>reversal of environmental degradation.</li> </ul> |

## Unit Sector(s)

|                    |                   |
|--------------------|-------------------|
| <b>Unit sector</b> | Parks and gardens |
|--------------------|-------------------|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCPGD301A Implement a plant establishment program

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the installation and consolidation of planted areas as part of a horticultural, agricultural or land management tree and shrub planting program and defines the standard required to: determine plant establishment methods and requirements from plans, clients quotations or instructions; interpret planting plans and specifications for a planting project; inspect quality of supplied plants and take appropriate action; conduct a site hazard identification and risk control assessment; undertake planting work, review the work and take remedial action where required. |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to the establishment of planting areas in new projects and in programs of extensive replacement and renovation works across a range of situations and environments including amenity and natural resource areas. It excludes sports turf or recreational turf surfaces, intensive plant production and revegetation areas. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1. Prepare to establish a planted area | <p>1.1. The planting site, planting methods and plant species and cultivars are identified according to the site plan.</p> <p>1.2. Materials, tools, equipment and machinery are selected according to planted area design requirements.</p> <p>1.3. Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers' specifications.</p> <p>1.4. Site hazards are identified, risks assessed and risk controls implemented.</p> <p>1.5. Suitable safety and Personal Protective Equipment (PPE) is selected, used, maintained and stored.</p> <p>1.6. A clean and safe work area is maintained throughout and on completion of work.</p> |
| 2. Prepare the planting area           | <p>2.1. Layout of services is recognised, depths checked against the site plan, and discrepancies are reported to the supervisor and the relevant authority.</p> <p>2.2. Earthworks are undertaken according to documented work procedures.</p> <p>2.3. Additives are selected and applied, as required,</p>                                                                                                                                                                                                                                                                                                                                                                             |

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <p>according to site conditions.</p> <p>2.4. The planting site is watered, where required, according to the planting method and enterprise work procedures.</p> <p>2.5. Positions of plants are marked out on site according to the plant establishment program.</p> <p>2.6. Debris and pollutants are removed from the site and disposed of in an environmentally aware and safe manner.</p>                                                                                                                                                                                                                                                                                                                                                                                              |
| 3. Undertake planting operation         | <p>3.1. All plants are inspected for health, vigour and well established root systems prior to being planted.</p> <p>3.2. Plants with major defects are returned to the supplier or set aside to be returned.</p> <p>3.3. Plants with minor defects are trimmed or treated to maintain health and vigour.</p> <p>3.4. Plants are planted with appropriate spacings as detailed in the plant establishment program.</p> <p>3.5. Planting methods comply with the growing requirements of individual plant species and cultivars.</p> <p>3.6. Newly installed plants are provided with post-planting care.</p> <p>3.7. Pruning is undertaken, where necessary, according to the needs of the species and cultivar to ensure plants develop a sound framework for their growth and habit.</p> |
| 4. Review the plant establishment works | <p>4.1. The plant establishment program is reviewed according to enterprise work procedures.</p> <p>4.2. Plants incorrectly planted, or situations that will prevent plants from reaching their full potential are identified, recorded and reported.</p> <p>4.3. Remedial action is undertaken to ensure all requirements of the plant establishment program are implemented.</p>                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5. Complete establishment works         | <p>5.1. Earthworks and surface finishes are completed to plan specifications.</p> <p>5.2. Waste material is removed from the planting site.</p> <p>5.3. Work outcomes are recorded and reported to the client or appropriate supervisor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- inspect plant quality
- determine plant health
- interpret site plans and plant establishment specifications
- measure quantities, calculate material requirements, area, volume, ratios and application rates
- record and report work outcomes
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- the objectives of the plant establishment program, including finished plant forms, site appearance, end use and time constraints
- the physiology of required plant species and cultivars, culture and planting procedures including growth rates, main nutrient and water requirements, deficiency symptoms, recommended treatments and associated environmental implications
- the identification of pests and diseases, plant symptoms of infections, treatment threshold levels, recommended treatments, methods of application and environmental implications
- soils and soil amelioration techniques
- Occupational Health and Safety (OHS) legislative requirements and codes of practice, OHS procedures, OHS employee and employer responsibilities, and hazard identification, assessment and control.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidelines for the Training Package.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• determine plant establishment methods and requirements from plans, clients quotations or instructions</li> <li>• interpret planting plans and specifications for a planting project</li> <li>• inspect quality of supplied plants and take appropriate action</li> <li>• conduct a site hazard identification and risk control assessment</li> <li>• undertake planting work, review the work and take remedial action where required.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                                  |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                  |
| Species and cultivars may include:                                | <ul style="list-style-type: none"> <li>• exotic, native, endemic, evergreen, deciduous, conifer and palm trees and shrubs, ground cover plants, bedding displays, and aquatic plants.</li> </ul> |
| Planting methods may include:                                     | <ul style="list-style-type: none"> <li>• tube planting</li> <li>• hand or machine assisted planting of seedlings</li> <li>• planting of divisions, and transplanting.</li> </ul>                 |
| Planting sites may include                                        | <ul style="list-style-type: none"> <li>• large-scale or broadacre woodlots</li> <li>• parks and gardens</li> </ul>                                                                               |

**RANGE STATEMENT**

- |  |                                                                                             |
|--|---------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>landscaped areas and recreational reserves.</li></ul> |
|--|---------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |                   |
|--------------------|-------------------|
| <b>Unit sector</b> | Parks and gardens |
|--------------------|-------------------|

**Co-requisite units**

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCPGD304A Implement a landscape maintenance program

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of implementing a landscape maintenance program of newly constructed or established landscapes and defines the standard required to:<br>determine the scope, frequency and standards required for a range of routine landscape maintenance activities from an existing landscape maintenance program; implement landscape maintenance activities; evaluate landscape maintenance works; record the results of the maintenance e works. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to implementing a landscape maintenance program on newly constructed or established landscapes and is carried out under limited supervision from others, with checking only related to overall progress. The work requires the application of extensive horticultural knowledge and a broad range of horticultural skills. Landscape maintenance is normally done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| Prerequisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Employability Skills Information

| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1. Interpret a landscape maintenance program | <ul style="list-style-type: none"><li>1.1. Scope of maintenance works is determined according to the landscape maintenance program.</li><li>1.2. Frequency of maintenance works is determined and implemented according to the landscape maintenance program.</li><li>1.3. Landscape maintenance standards are established in line with the landscape maintenance program.</li><li>1.4. Maintenance tasks are planned and prepared.</li><li>1.5. Occupational Health and Safety (OHS) hazards are identified, associated risks assessed and suitable controls implemented.</li></ul> |
| 2. Monitor and maintain landscape areas      | <ul style="list-style-type: none"><li>2.1. A site inspection checklist is prepared or used according to the landscape maintenance program.</li><li>2.2. Remedial action, repairs, renovations, treatments and replacements are identified to restore site to full effectiveness.</li><li>2.3. Maintenance tasks are implemented.</li></ul>                                                                                                                                                                                                                                           |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                        |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>2.4. Items which are beyond the scope of the maintenance program are reported to the nominated person.</p> <p>2.5. Items requiring further action are recorded.</p> <p>2.6. Results of maintenance works are evaluated and recorded.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- determine maintenance requirements
- implement maintenance operations
- treat diseased plants
- repair and renovate landscape structures and features
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- a detailed knowledge of what is included (and what is excluded) from the landscape maintenance program or contract
- actions permitted in the event of variations to maintenance programs/contracts
- appropriate horticultural practices for heritage and cultural areas
- principles and applications of an integrated pest management program
- characteristics of a range of plants
- optimal growing conditions for a range of plants
- common problems occurring in a range of plants.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• determine the scope, frequency and standards required for a range of routine landscape maintenance activities from an existing landscape maintenance program</li> <li>• implement landscape maintenance activities</li> <li>• evaluate landscape maintenance works</li> <li>• record the results of the maintenance e works.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                            |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                            |
| Programs may include:                                             | <ul style="list-style-type: none"> <li>• care of plants</li> <li>• repairs and maintenance of landscape features and amenities.</li> </ul> |

## Unit Sector(s)

|             |                   |
|-------------|-------------------|
| Unit sector | Parks and gardens |
|-------------|-------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|



## AHCPMG201A Treat weeds

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of treating weeds and defines the standard required to: identify significant weed species for the enterprise; apply a range of weed treatment control options; recognise and control risks to environment (including spray drift and chemical spillage); clean and store equipment correctly; monitor treatment site; record weed treatment. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to supervised workers in agriculture, horticulture and land management who carry out the process of treating weeds and is carried out following specific work instructions. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1. Prepare to treat weeds             | <ul style="list-style-type: none"><li>1.1. Weeds which impact on commercial crops, gardens and turf, and natural areas are recognised by common name.</li><li>1.2. Details of the weed occurrence are recorded and reported to the supervisor.</li><li>1.3. Treatment methods are selected in consultation with the supervisor.</li><li>1.4. Equipment is selected and prepared for use according to enterprise guidelines and manufacturers specifications.</li><li>1.5. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.</li></ul> |
| 2. Treat weeds                        | <ul style="list-style-type: none"><li>2.1. Personal Protective Equipment (PPE) is used and maintained according to procedures.</li><li>2.2. Treatments are prepared according to supervisor's instructions and manufacturer's guidelines.</li><li>2.3. Treatments are applied in such a way that non-target damage is minimised.</li><li>2.4. Treatments are applied according to OHS and environmental regulatory requirements.</li></ul>                                                                                                                                                      |
| 3. Carry out post treatment operation | <ul style="list-style-type: none"><li>3.1. Equipment is shut down and cleaned with full consideration of environmental impacts and OHS requirements.</li><li>3.2. Treatment waste is disposed of causing minimal environmental damage.</li></ul>                                                                                                                                                                                                                                                                                                                                                |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and implement safe work practices
- read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturer's specifications for setting up equipment
- use and maintain PPE
- prepare to treat weeds
- apply weed treatments
- carry out post treatment operations
- maintain spray records
- recognise caution or hazard signs and symbols
- interpret tasks or information from labels, manuals or written instructions
- record information accurately or verbally report information
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- recognition of common weeds for a particular enterprise/situation
- weed growth characteristics
- different types of control measures, treatments and their principles
- modes of action of different chemicals
- equipment capability and limitations
- legislation relation to the use of chemicals for weed control
- OHS responsibilities of employers and employees
- OHS legislative requirements and associated hazardous substances regulations and Codes of Practice
- correct wearing/fit of personal protective equipment
- environmental considerations when using chemicals for weed control.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• identify significant weed species for the enterprise</li> <li>• apply a range of weed treatment control options</li> <li>• recognise and control risks to environment (including spray drift and chemical spillage)</li> <li>• clean and store equipment correctly</li> <li>• monitor treatment site</li> <li>• record weed treatment.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                           |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                           |
| Weeds may include:                                                | <ul style="list-style-type: none"> <li>• all plants that are classified as weeds.</li> </ul>              |
| Treat weeds may include:                                          | <ul style="list-style-type: none"> <li>• control by cultural, biological and chemical methods.</li> </ul> |

## Unit Sector(s)

|             |                 |
|-------------|-----------------|
| Unit sector | Pest management |
|-------------|-----------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCPMG202A Treat plant pests, diseases and disorders

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of treating plant pests, diseases and disorders and defines the standard required to: identify significant plant pests, diseases and disorders for the enterprise; apply a range of control or treatment options; recognise and control risks to environment (including spray drift and chemical spillage); clean and store equipment correctly; observe the treatment site and record plant treatments. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                           |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to supervised workers in plant or pasture-based industries and is carried out following strict work instructions and under supervision. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1. Prepare to treat plant pests, diseases and disorders    | <p>1.1.Plant pests, diseases and disorders are recognised by common name.</p> <p>1.2.Details of the plant pest, disease and disorder occurrence are recorded and reported to the supervisor.</p> <p>1.3.Treatment methods are selected in consultation with the supervisor.</p> <p>1.4.Equipment is selected and prepared for use according to enterprise guidelines and manufacturer's specifications.</p> <p>1.5.Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.</p> |
| 2. Apply treatments to plant pests, diseases and disorders | <p>2.1.Personal Protective Equipment (PPE) is used and maintained according to procedures.</p> <p>2.2.Treatments are prepared according to supervisor's instructions and manufacturers guidelines.</p> <p>2.3.Treatments are applied in such a way that non-target damage is minimised.</p> <p>2.4.Treatments are applied according to OHS and regulatory requirements.</p>                                                                                                                                                        |
| 3. Carry out post treatment operation                      | <p>3.1.Equipment is shut down and cleaned with full consideration of environmental impacts.</p> <p>3.2.Treatment waste is disposed of causing minimal environmental damage.</p> <p>3.3.Records are maintained according to enterprise guidelines.</p>                                                                                                                                                                                                                                                                              |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturer's specifications for setting up equipment
- recognise a range of plant pests, diseases and disorders
- monitor and record the severity of the plant pest or disease problem
- prepare to treat plant pests and diseases
- apply plant pest, disease and disorder treatments
- carry out post treatment operations
- use and maintain PPE appropriate to task
- maintain spray and other treatment records
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- recognition of common plant pests, diseases and disorders for a particular enterprise/situation
- different types of control measures and their principles
- modes of action of different chemicals
- legislation relation to the use of chemicals for plant pest, disease and disorder control
- OHS legislative and enterprise requirements and Codes of Practice
- correct use and maintenance of PPE.



## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- identify significant plant pests, diseases and disorders for the enterprise
- apply a range of control or treatment options
- recognise and control risks to environment (including spray drift and chemical spillage)
- clean and store equipment correctly
- observe the treatment site
- record plant treatments.

#### Context of and specific resources for assessment

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole.

Plant pests, diseases and disorders may include:

- those which impact on commercial crops, pastures, amenity areas, gardens and turf, and natural areas.

Plant pests may include:

- chewing, sucking and boring invertebrates
- nematodes
- fungi
- viruses
- bacteria.

| RANGE STATEMENT                                       |                                                                                                                                          |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Plant disorders may include:                          | <ul style="list-style-type: none"><li>toxic soil, air and water.</li></ul>                                                               |
| Plant pests, diseases and disorders does not include: | <ul style="list-style-type: none"><li>vertebrate pests</li><li>nutrient deficiencies</li><li>extreme environmental conditions.</li></ul> |

## Unit Sector(s)

|             |                 |
|-------------|-----------------|
| Unit sector | Pest management |
|-------------|-----------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCPMG301A Control weeds

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the control of weeds and defines the standard required to: identify a range of weeds and beneficial organisms; plan and coordinate weed control activities; prepare and calibrate equipment; conduct a site hazard identification and risk control assessment for weed control; apply a range of weed control methods and maintain records; monitor, record and report the effectiveness of controls. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                             |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in agriculture, horticulture or land management-based enterprises who are required to carry out the control of weed infestations using cultural, biological and chemical methods to provide effective, economical control of weeds while minimising damage to the environment. |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Assess weed infestation | <ul style="list-style-type: none"><li>1.1. Identify the scope and size of the weed infestation that adversely impacts on the landscape.</li><li>1.2. Identify weeds and record details of the weeds and beneficial organisms.</li><li>1.3. Identify tolerable levels of infestation according to client, market, environmental and IPM requirements.</li><li>1.4. Determine if plant health or growth requirements are compromised by level of infestation.</li><li>1.5. Seek professional advice if required in the assessment of the weed infestation.</li></ul>             |
| 2. Plan control measures   | <ul style="list-style-type: none"><li>2.1. Determine suitable control options according to Integrated Pest Management principles and industry practice.</li><li>2.2. Identify the hazards, assess and control risks to others and the environment.</li><li>2.3. Identify appropriate tools, equipment and machinery for the planned control measure.</li><li>2.4. Select appropriate Personal Protective Equipment (PPE) in accordance with Occupational Health and Safety (OHS) requirements.</li><li>2.5. Prepare a control plan for the control measure/strategy.</li></ul> |
| 3. Implement control       | <ul style="list-style-type: none"><li>3.1. Implement control measures in accordance with IPM</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| measures                    | <p>principles, industry practice and control plan.</p> <p>3.2.Ensure that control measures minimise non-target damage.</p> <p>3.3.Maintain records of the control measure/s applied.</p>                                                                                                                                                        |
| 4. Monitor control measures | <p>4.1.Monitor control measures to identify signs of adverse impact on humans, animals, non-target plants or environment.</p> <p>4.2.Assess effectiveness of control measures in accordance with IPM guidelines and/or available industry standards.</p> <p>4.3.Record assessment of control measures and report to client or organisation.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify a range of weeds and beneficial organisms
- identify threshold level of weeds for treatment
- conduct a site hazard identification and risk control assessment
- prepare a control plan
- use appropriate cultural, biological or chemical controls
- minimise damage to non-target species
- complete records of control treatments
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- economic, aesthetic and environmental threshold for a range of weeds
- IPM principles and strategies
- lifecycle and biology of weeds
- hazard identification and risk assessment methodologies

**REQUIRED SKILLS AND KNOWLEDGE**

- types of control measures (cultural, biological, chemical) commonly used in industry/sector
- types of equipment including personal protective equipment appropriate to the control measure
- risk factors including human, animal health and environmental associated with a range of control measures/options
- OHS requirements pertaining to the use of cultural, biological, chemical agents.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- identify a range of weeds and beneficial organisms
- plan and coordinate weed control activities
- prepare and calibrate equipment
- conduct a site hazard identification and risk control assessment for weed control
- apply a range of weed control methods and maintain records
- monitor, record and report the effectiveness of controls.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                     |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                     |
| Weeds may include:                                                | <ul style="list-style-type: none"><li>the range of significant and noxious weeds of agricultural and horticultural crops, pastures and native vegetation.</li></ul> |

## Unit Sector(s)

|             |                 |
|-------------|-----------------|
| Unit sector | Pest management |
|-------------|-----------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCPMG302A Control plant pests, diseases and disorders

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of controlling plant pests, diseases and disorders taking into consideration Integrated Pest Management (IPM) options and defines the standard required to: identify a range of pests, diseases and disorders, and beneficial organisms; assess damage or threat to plants; select pest and disease controls and timing of operations; prepare and calibrate equipment; apply a range of pest and disease control methods and keep records; monitor the effectiveness of controls. |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in plant-based enterprises or activities and is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1. Assess pests and disease infestation        | <ul style="list-style-type: none"><li>1.1. Scope and size of the infestation is assessed.</li><li>1.2. Plants pests, diseases and disorders and beneficial organisms are identified and reported or recorded in field notes.</li><li>1.3. Levels of pest infestations tolerated by the client, market or environment are identified from the IPM strategy.</li></ul>                                                                                                                                                                                                                                              |
| 2. Plan the implementation of control measures | <ul style="list-style-type: none"><li>2.1. Control measures suitable for the infestation are selected from IPM strategy.</li><li>2.2. Tools, equipment and machinery are selected for each work activity according to enterprise work procedures.</li><li>2.3. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.</li><li>2.4. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures.</li><li>2.5. Control measures selected need to be in full consideration of OHS and environmental implications.</li></ul> |
| 3. Implement control measures                  | <ul style="list-style-type: none"><li>3.1. Enterprise work team, contractors and IPM product suppliers are coordinated in a sequential, timely and effective manner in consultation with the supervisor.</li><li>3.2. Control measures are implemented according to the</li></ul>                                                                                                                                                                                                                                                                                                                                 |

| ELEMENT                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p>IPM standards or industry Code of Practice.</p> <p>3.3.A clean and safe work area is maintained throughout and on completion of each activity.</p> <p>3.4.Records are maintained as required by legislation and enterprise guidelines.</p>                                                                                                                   |
| 4. Monitor control methods | <p>4.1.Control methods are monitored to identify side effects to other plants, animals or external environment.</p> <p>4.2.Effectiveness of control methods are assessed in reference to specified industry, OHS and enterprise standards.</p> <p>4.3.Adjustments to IPM control methods are implemented where necessary to meet enterprise specifications.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- recognise a range of pests, diseases and beneficial organisms within a particular enterprise
- communicate with work team members, supervisors, contractors and consultants
- understand IPM symbols and information
- interpret and apply an IPM- based program
- utilise proforma reporting, analysis and work procedure documents
- interpret and apply plant pest and disease spatial and logistical specifications
- interpret and apply test results, and calculate the quantities and application rates of control materials
- coordinate work groups, contractors and own activities to sequentially and effectively complete activities in a timely and cost effective manner
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- pests and disease recognition
- economic, aesthetic or environmental thresholds for a range of plant pests, diseases

**REQUIRED SKILLS AND KNOWLEDGE**

and disorders

- chemical, biological and cultural control methods and treatments available to the enterprise within the parameters of an IPM program
- range and use of tools, equipment and machinery available to the enterprise for implementing the control measures
- range of site monitoring and analysis techniques that may be used to implement and IPM program
- choice of plant pest and disease methods with site limitations, environmental implications, end market and production or environmental objectives for the site
- IPM standards or industry Code of Practice
- occupational health and safety responsibilities for employees and employers
- correct use and maintenance of personal protective equipment.
- OHS and environmental legislative requirements including hazardous substances regulations.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- identify a range of pests, diseases and disorders, and beneficial organisms
- assess damage or threat to plants
- select pest and disease controls and timing of operations
- prepare and calibrate equipment
- apply a range of pest and disease control methods and keep records
- monitor the effectiveness of controls.

**EVIDENCE GUIDE****Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

Pests, diseases and disorders may include:

- the range of pests, diseases and disorders of plants managed or controlled by using a range of integrated measures of management and control.

**Unit Sector(s)****Unit sector**

Pest management

**Co-requisite units**

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

**Competency field****Competency field**



## AHCSOL201A Determine basic properties of soil and/or growing media

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of determining the basic properties of soil or soil-less growing media and defines the standard required to: undertake basic soil/media analysis descriptive tests for soil texture, salinity and pH; use basic proprietary soil testing equipment for testing pH and salinity; determine basic soil structure with a view to using soil structure ameliorants. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to determining basic properties of soil/growing media and is usually conducted within established routines, methods and procedures. |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1. Collect soil/media samples for testing | <ul style="list-style-type: none"><li>1.1. Tools and materials for collecting soil/media samples are prepared.</li><li>1.2. Area from which soil/media samples are to be collected is identified from workplace records or supervisors instructions.</li><li>1.3. Services are located using site plans and in consultation with the supervisor.</li><li>1.4. Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented and reported to the supervisor.</li><li>1.5. Suitable safety equipment and Personal Protective Equipment (PPE) are selected, used and maintained.</li><li>1.6. Samples are taken randomly from the designated area according to recognised sampling techniques and are prepared for on site or off site analysis</li><li>1.7. Samples are labelled and recorded according to organisational procedures.</li></ul> |
| 2. Perform basic soil/media test          | <ul style="list-style-type: none"><li>2.1. Soil profile is determined, where appropriate.</li><li>2.2. Soils/media are tested or inspected for physical properties.</li><li>2.3. Soils/media is tested for chemical properties.</li><li>2.4. Results are recorded according to organisational procedures.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- collect soil/media samples
- perform basic soil/media tests
- interpret results from own or laboratory results
- record and store information
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- soil sampling techniques
- soil/media physical properties
- soil/media chemical properties
- soil/media plant relationships
- basic soil/media field tests
- interpreting laboratory results
- techniques to ameliorate soil properties.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance



| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>competency in this unit</b>                          | <p>criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• undertake basic soil/media analysis descriptive tests for soil texture, salinity and pH</li> <li>• use basic proprietary soil testing equipment for testing pH and salinity</li> <li>• determine basic soil structure with a view to using soil structure ameliorants.</li> </ul> |
| <b>Context of and specific resources for assessment</b> | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                             |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                          |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                          |
| Soils may include:                                                | <ul style="list-style-type: none"> <li>• all types of soils and growing media used for commercial production.</li> </ul> |

## Unit Sector(s)

|                    |                 |
|--------------------|-----------------|
| <b>Unit sector</b> | Soils and media |
|--------------------|-----------------|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCSOL401A Sample soils and interpret results

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers sampling of soils and interpreting of soil test results and defines the standard required to: collect soil/media samples using appropriate sampling methodology; prepare soil/media samples for dispatch to soil analysis laboratory; receive and interpret analytic results; file and record analytic results for future use; implement a nutrient/nutrition program. |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to those whose job role includes undertaking soil or growing media sampling and interpreting the results as a foundation for further horticultural operations such as nutrition programs and irrigation scheduling. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1. Prepare for soil sampling                                  | <ul style="list-style-type: none"><li>1.1. The soils to be surveyed, surveying activity and contractors are identified according to site plans and enterprise work procedures.</li><li>1.2. Tools, equipment and machinery are selected according to site conditions, testing agency requirements and enterprise work procedures.</li><li>1.3. If required, pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures.</li><li>1.4. Areas of homogeneous soil types are identified for sampling.</li><li>1.5. Services are located using site plans and in consultation with the supervisor.</li><li>1.6. Occupational Health and Safety (OHS) hazards are identified, risks assessed, controls implemented and reported to the supervisor.</li><li>1.7. Suitable safety equipment and Personal Protective Equipment (PPE) are selected, used and maintained.</li><li>1.8. A clean and safe work area is maintained throughout and on completion of work.</li></ul> |
| 2. Determine soil characteristics by performing soil sampling | <ul style="list-style-type: none"><li>2.1. The density and depth for a representative sampling of the area are determined according to enterprise work procedures.</li><li>2.2. Holes are excavated at identified sampling sites according to enterprise work procedures, OHS requirements and with due consideration of the environmental implications.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p>2.3. Samples for off-site testing are collected and prepared, packaged, accurately labelled and dispatched according to testing agency requirements and enterprise work procedures.</p> <p>2.4. The physical and chemical characteristics of the soil are determined according to investigative requirements and best practice guidelines.</p> <p>2.5. Sampling and testing tools and equipment are cleaned of all residues and returned to storage according to manufacturer's specifications and enterprise work procedures.</p> <p>2.6. Results are recorded in an established format according to enterprise work procedures.</p>                           |
| 3. Interpret results of soil analysis | <p>3.1. The soil types of the sample area are classified according to standards for soil classification.</p> <p>3.2. The acceptable soil physical and chemical parameters for a specified plant are determined from published data and historical records.</p> <p>3.3. Collected analytical results are compared with acceptable physical and chemical parameters for a specified plant.</p> <p>3.4. Soil characteristics are evaluated to determine whether they can be altered to meet plant needs.</p> <p>3.5. The Readily Available Water (RAW) values for irrigation sites are determined according to industry standards and enterprise work procedures.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicate with work team members, supervisors and contractors, interpret and apply soil surveying specifications, utilise proforma reporting, analysis and work procedure documents, and understand soil surveying data
- measure distance, depth and spacing, calculate area, volume and RAW values, calibrate tools and equipment, and interpret analytical results
- coordinate own activities with the requirements and schedules of contractors and

**REQUIRED SKILLS AND KNOWLEDGE**

other work teams to sequentially and effectively complete surveying activities in a timely and cost effective manner

- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- practical understanding of the range of sample collection, testing and analytical methods that may be used to perform soil surveys, and the association of surveying methods with site conditions, environmental implications and intended horticultural use of the surveyed site
- the physical and chemical properties of soils in relation to their ability to support specified horticultural production
- the capacity of soils to provide water to plants
- the importance of organic matter in soil in relation to the intended horticultural use
- awareness of ameliorants and soil improvement techniques for addressing site limitations identified through surveying
- awareness of the comparative environmental implications associated with soil surveying activities and the application of analytical results.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <ul style="list-style-type: none"> <li>• collect soil/media samples using appropriate sampling methodology</li> <li>• prepare soil/media samples for dispatch to soil analysis laboratory</li> <li>• receive and interpret analytic results</li> <li>• file and record analytic results for future use</li> <li>• implement a nutrient/nutrition program.</li> </ul> |
| <b>Context of and specific resources for assessment</b> | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                           |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                              |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                              |
| Soils may include:                                                | <ul style="list-style-type: none"> <li>• all soil types used for horticultural and agricultural production.</li> </ul>                                       |
| Soil tests may include:                                           | <ul style="list-style-type: none"> <li>• a range of chemical analyses</li> <li>• structure and texture analysis</li> <li>• soil biology analysis.</li> </ul> |

## Unit Sector(s)

|                    |                 |
|--------------------|-----------------|
| <b>Unit sector</b> | Soils and media |
|--------------------|-----------------|

## Co-requisite units

| <b>Co-requisite units</b> |  |
|---------------------------|--|
|                           |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|



# AHCSOL501A Monitor and manage soils for production

## Modification History

Not Applicable

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of monitoring and managing soils in an agricultural or horticultural production environment and defines the standard required to: interpret soil analytical data for the purposes of developing management or production plans; develop and conduct soil improvement programs; review and analyse ongoing soil monitoring programs; document the soil management plan or production plan. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit of competency applies to the role of land managers in agriculture and horticulture production systems and covers the improvement and ongoing management of soils. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1. Research information about soil                                          | <p>1.1. Soil type, characteristics and properties are researched and analysed for relevance to enterprise requirements.</p> <p>1.2. Particular soil properties, identified as relevant to the enterprise, are researched for further enquiry.</p> <p>1.3. Acceptable soil physical and chemical parameters for a specified crop are determined from published data and historical records.</p> <p>1.4. Relevant properties of soils and areas of homogenous soils are identified for testing.</p> <p>1.5. Soil sampling is conducted across a representative sampling area of the whole production area.</p> <p>1.6. Soil samples are collected, packaged, accurately labelled and dispatched according to testing agency requirements.</p> |
| 2. Apply information from soil testing to production and/or management plan | <p>2.1. Soil types of the sample area are classified according to standards for soil classification.</p> <p>2.2. Results from soil testing are compared with the identified soil physical and chemical parameters for the specified crop.</p> <p>2.3. Results from soil testing are compared with soil records and production history.</p> <p>2.4. The comparative results are reviewed and differences recorded and charted.</p> <p>2.5. Production or management plan is developed and testing results and comparative results are recorded.</p>                                                                                                                                                                                          |
| 3. Develop soil                                                             | 3.1. Soil properties capable of being ameliorated are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| amendment practices                             | <p>identified for action.</p> <p>3.2. Relevant soil ameliorants or cultural practices are identified and included in production/management plan.</p> <p>3.3. Soil ameliorants are quantified and purchased.</p> <p>3.4. Soil ameliorating activities are costed and included in production/management plan.</p> |
| 4. Monitor soil amendment practices             | <p>4.1. Areas of ameliorant activities are sampled for testing across a representative sampling area.</p> <p>4.2. Results are analysed to measure the performance of soil amelioration activities.</p> <p>4.3. Monitoring program is recorded and included in the production/management plan.</p>               |
| 5. Review and document the soil management plan | <p>5.1. Analysis of the sampling methods is recorded and methods amended as required.</p> <p>5.2. Monitoring program is reviewed, amended for effectiveness and recorded.</p> <p>5.3. Production/management plan is documented incorporating reviews and reports.</p>                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- research information
- prepare production/management plans for crops/plants
- collect soil/media samples
- interpret results from laboratory tests
- record and store information
- review methods and practices
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views

**REQUIRED SKILLS AND KNOWLEDGE**

- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- soil types
- soil physical properties
- soil chemical properties
- plant nutrition through soil management
- soil conservation strategies and sustainable production techniques
- basic soil field tests
- soil sampling techniques
- interpreting laboratory results
- techniques to ameliorate soil properties
- record keeping.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- interpret soil analytical data for the purposes of developing management or production plans
- develop and conduct soil improvement programs
- review and analyse ongoing soil monitoring programs
- document the soil management plan or production plan.

**EVIDENCE GUIDE****Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

Soils may include:

- all types of soils and growing media used for commercial production.

**Unit Sector(s)**

**Unit sector**

Soils and media

**Co-requisite units**

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

**Competency field**

**Competency field**



## AHCTRF304A Monitor turf health

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of monitoring the health and condition of high performance sports turf playing surfaces and defines the standard required to: inspect and report on the condition of turfed surfaces; assess turf health; perform soil sampling and analyse results; identify deficiencies and diseases in turf; prepare turf maintenance recommendations according to the playing requirements and desired objectives of the enterprise. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to the application of extensive horticultural knowledge and a broad range of horticultural skills. Monitoring is normally done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services, actions, and the achievement of outcomes within time and budgetary constraints. |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1. Prepare for monitoring activities     | <p>1.1. The turf site to be monitored, nature and regularity of monitoring, and time constraints for delivering reports are identified according to enterprise work procedures.</p> <p>1.2. Plant tissue and soil analysis consultants are identified and their sampling specifications determined in consultation with the supervisor and/or consultants.</p> <p>1.3. Monitoring tools and equipment are selected according to enterprise work procedures.</p> <p>1.4. Pre-operational and safety checks are carried out on tools and equipment according to manufacturers specifications and enterprise work procedures.</p> <p>1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed, controls implemented and reported to the supervisor.</p> <p>1.6. Suitable Personal Protective Equipment (PPE) is selected, used and maintained.</p> |
| 2. Collect soil and plant tissue samples | 2.1. Samples for off-site testing are collected from a representative area and prepared, packaged,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



| ELEMENT                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <p>accurately labelled and dispatched according to consultant's requirements and enterprise work procedures.</p> <p>2.2. On-site soil tests are performed according to testing instrument instructions, industry codes of practice and enterprise work procedures.</p> <p>2.3. Divots are replaced from soil sampling sites and waste materials disposed of according to enterprise work procedures.</p> <p>2.4. Sampling tools and equipment are cleaned of all residues and returned to storage according to manufacturers' specifications and enterprise work procedures.</p> <p>2.5. Results of analysis are recorded and compared with acceptable parameters according to researched and experiential awareness.</p> <p>2.6. Recommendations are written to address identified deficiencies and to meet target chemical balances according to researched and experiential awareness.</p> |
| 3. Visually monitor turf health | <p>3.1. Monitoring of turf health is undertaken according to OHS requirements.</p> <p>3.2. Health indicators of the turf are assessed visually with reference to researched and experiential awareness, site conditions, seasonal conditions, and according to enterprise work procedures.</p> <p>3.3. Deficiencies in turf quality and turf diseases are identified visually with reference to researched and experiential awareness, site conditions and seasonal conditions.</p> <p>3.4. Reports and recommendations are made to the supervisor according to the playing requirements and desired objectives of the enterprise.</p>                                                                                                                                                                                                                                                        |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

**REQUIRED SKILLS AND KNOWLEDGE**

- communicate with work team members, supervisors and consultants
- utilise proforma reporting, analysis and work procedure documents
- assess turf health
- measure materials and interpret specifications and analytical results
- perform soil sampling and analyse results
- identify deficiencies and diseases in turf
- make reports and recommendations
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- botany and turf physiology
- practical understanding of soil and plant tissue analysis as a monitoring and turf management tool, the main elements of analysis, and their significance as indicators of nutritional deficiency and toxicity
- awareness of the role of trace elements and nutrients required by turf grass plants, and symptoms of toxicities and deficiencies
- turf grass diseases, including commonly occurring regional diseases, seasonality, history of site and visual disease symptoms
- main, simple and compound fertiliser products available to the enterprise including analysis, solubility, salt index, rates and cost
- rates and regularity of recommended fertiliser and pesticide application to achieve optimum plant health objectives, while minimising external environment impact through leaching, excessive spraying and overuse.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

| EVIDENCE GUIDE                                          |                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <ul style="list-style-type: none"> <li>inspect and report on the condition of turfed surfaces</li> <li>assess turf health</li> <li>perform soil sampling and analyse results</li> <li>identify deficiencies and diseases in turf</li> <li>prepare turf maintenance recommendations according to the playing requirements and desired objectives of the enterprise.</li> </ul> |
| <b>Context of and specific resources for assessment</b> | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                    |

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                |
| Monitoring turf health may include:                               | <ul style="list-style-type: none"> <li>multi-use and high performance sports turf playing surfaces.</li> </ul> |

## Unit Sector(s)

|                    |      |
|--------------------|------|
| <b>Unit sector</b> | Turf |
|--------------------|------|

## Co-requisite units

| Co-requisite units |  |
|--------------------|--|
|                    |  |
|                    |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCTRF305A Renovate sports turf

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of renovating sports turf and defines the standard required to: implement a sports turf renovation program; conduct a site hazard identification and risk control assessment; prepare check and calibrate turf renovation machinery and equipment; use turf renovation machinery and equipment to restore turf health and condition; renovate a sports turf for successful high performance use; record outcomes of renovation works. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to the process of implementing renovation or remediation of a sports turf area for minor projects and seasonal renovations in the turf industry. Renovating sports turf requires the application of extensive horticultural knowledge and a broad range of horticultural skills. Turf renovation is normally done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services, actions, and the achievement of outcomes within time and budgetary constraints. |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1. Prepare to renovate turf     | <p>1.1. The turf renovation site and extent of works are identified according to the renovation program.</p> <p>1.2. Turf and renovation materials are selected according to enterprise work procedures.</p> <p>1.3. Occupational Health and Safety (OHS) hazards are identified, risks assessed, controls implemented and reported to the supervisor.</p> <p>1.4. Suitable safety and Personal Protective Equipment (PPE) are selected, used and maintained.</p> |
| 2. Prepare renovation equipment | <p>2.1. Tools, equipment and machinery are selected appropriate to the renovation works program.</p> <p>2.2. Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures.</p> <p>2.3. Tools, equipment and machinery are calibrated and adjusted according to manufacturer's guidelines and enterprise work procedures.</p>                                      |

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Implement sports turf renovation | <p>3.1. Renovation works are identified from the renovation program and schedule and work tasks are implemented in a sequential, timely and effective manner in consultation with the supervisor.</p> <p>3.2. Renovation tasks are undertaken according to OHS requirements and with due consideration of the environmental implications.</p> <p>3.3. Renovation tasks are reviewed and remedial action is undertaken where necessary.</p> <p>3.4. A clean and safe work area is maintained throughout and on completion of work.</p> |
| 4. Complete renovation activities   | <p>4.1. Waste material is removed from the renovation site and disposed of in an environmentally aware and safe manner according to enterprise work procedures.</p> <p>4.2. Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.</p> <p>4.3. Work outcomes are recorded and reported to the supervisor according to enterprise work procedures.</p>                                                                                                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communicate with work team members, supervisors and contractors
- interpret and apply site plans and renovation program specifications
- operate specialised turf renovation equipment
- utilise proforma reporting, analysis and work procedure documents
- measure materials
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- detailed physical structure of a sports turf soil profile
- specialist turf renovation practices to achieve high performance turf

**REQUIRED SKILLS AND KNOWLEDGE**

- Field measurement techniques such as infiltration rate, organic fines, hardness, traction, surface smoothness, and turf sward height
- enterprise and industry standards for turf surface appearance and quality
- comparative environmental implications of renovation activities, turf and soil treatments and waste disposal procedures
- planting, care and renovation scheduling requirements of grass species and cultivars.
- nutrition and plant growth regulators.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- implement a sports turf renovation program
- conduct a site hazard identification and risk control assessment
- prepare check and calibrate turf renovation machinery and equipment
- use turf renovation machinery and equipment to restore turf health and condition
- renovate a sports turf for successful high performance use
- record outcomes of renovation works.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.



## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                                                 |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                 |
| Renovate turf materials may include:                              | <ul style="list-style-type: none"> <li>• cool or warm season turf seed</li> <li>• plants of the species and cultivar specified by the supervisor and/or the turf renovation program.</li> </ul> |

## Unit Sector(s)

|             |      |
|-------------|------|
| Unit sector | Turf |
|-------------|------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCTRF401A Develop a sports turf maintenance program

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers developing a sports turf maintenance program and defines the standard required to: use existing information and records to determine a comprehensive maintenance program; prepare an seasonal/annual program according to the requirements of the enterprise and the grounds maintenance budget; communicate a sports turf maintenance program to staff; document the sports turf maintenance program; monitor the implementation of the maintenance program. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies greenkeepers and turf managers who develop and document a sports turf maintenance program. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1. Determine additives required by performing soil and plant testing | <p>1.1. Soil and plant tests are determined according to the requirements of the turf plant species and cultivars, climatic conditions, prevailing soil and plant conditions, enterprise guidelines and industry best practice.</p> <p>1.2. A soil and plant testing program is developed which defines field and off-site testing activities, task responsibilities, involvement of contractors, scheduling, and desired information outcomes.</p> <p>1.3. Testing tasks are implemented and monitored, liaison procedures with outside testing agencies are supervised and remedial action is undertaken where necessary.</p> <p>1.4. Data and readings are compiled and presented in a form that can be easily read and interpreted.</p> <p>1.5. Seasonal issues are determined from published data on the turf plant species and cultivars, historical records, own experience, and enterprise guidelines.</p> <p>1.6. Nutritional status of the turf plant species and cultivars is determined by analysing collected data and comparing to accepted standards.</p> |
| 2. Identify the requirements of a sports turf maintenance program    | <p>2.1. The standards for turf presentation are clearly defined according to client requirements, enterprise guidelines and industry best practice.</p> <p>2.2. The different maintenance requirements during a range of conditions over the growing cycle of the turf plant are identified according to published data on the species and cultivar, historical records, own</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | <p>experience, and enterprise guidelines.</p> <p>2.3. Sports turf maintenance procedures are selected to achieve the appropriate plant condition according to the standards for turf presentation.</p> <p>2.4. Resources, tools, equipment and machinery required for the sports turf maintenance program are identified, costed, and availability confirmed with suppliers, contractors and appropriate personnel.</p> <p>2.5. The most cost-effective approach to maintaining the sports turf playing surface is determined.</p> <p>2.6. Occupational Health and Safety (OHS) hazards associated with the implementation of the sports turf maintenance program are identified, risks assessed and controls developed according to enterprise guidelines, costed and documented in the program.</p> <p>2.7. Environmental implications of sports turf maintenance activities are identified and documented in the program.</p> |
| 3. Prepare and document the sports turf maintenance program | <p>3.1. Detailed plan, specifications and quotation are prepared based on the requirements of the program and presented to management for acceptance.</p> <p>3.2. Scaled site plan is produced which can be readily interpreted and understood by on-site personnel according to enterprise standards.</p> <p>3.3. Detailed on-site procedures and schedules required for the sports turf maintenance program are developed and documented.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4. Monitor the sports turf maintenance program              | <p>4.1. Implementation of the maintenance program is monitored to ensure enterprise standards for presentation of sports turf playing surfaces are achieved.</p> <p>4.2. The sports turf maintenance program is reviewed and monitored to ensure it remains responsive to changing conditions.</p> <p>4.3. Appropriate courses of action are implemented to alleviate or overcome identified shortcomings in the program.</p> <p>4.4. Remedial action undertaken is documented and reported to management according to enterprise policy.</p>                                                                                                                                                                                                                                                                                                                                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- research and evaluate information
- assess site factors and evaluate their impact on the development of the sports turf maintenance program
- comply with legislative requirements
- document plans, specifications and work procedures, and write reports for the understanding of staff, managers and contractors
- calculate the cost and spatial and logistical requirements of components of the sports turf maintenance program
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- the principles and practices of maintaining a range of sports turf playing surfaces in relation to client needs, and the standards required for the intended use of the surface
- growth habits and cultural requirements of specific turf plant species and cultivars under a range of soil and environmental conditions
- maintenance requirements and practices for specific turf plant species and cultivars after initial establishment
- site evaluation techniques including analysis of the condition of soils, plants, and the site for turf maintenance activities
- nutrients required by specific turf plant species and cultivars and the affects of nutrient deficiency and toxicity on individual plant species and cultivars, including visual symptoms
- plant diseases of specific turf plant species and cultivars
- the characteristics of soil and other growth media types, uses and additives to enhance the available nutrition for specific turf plant species and cultivars
- soil ameliorants commonly required to treat the soil problems experienced by the enterprise
- the main simple and compound fertiliser products available to the enterprise
  - legislation and regulations relating to sports turf sites and turf maintenance

**REQUIRED SKILLS AND KNOWLEDGE**

activities.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- use existing information and records to determine a comprehensive maintenance program
- prepare an seasonal/annual program according to the requirements of the enterprise and the grounds maintenance budget
- communicate a sports turf maintenance program to staff.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

Maintenance may include:

- soil and turf plant tissue testing
- applying nutrients

**RANGE STATEMENT**

|  |                                                                                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• watering</li><li>• rolling</li><li>• mowing</li><li>• monitoring turf plant health</li><li>• renovating where necessary</li><li>• preparing the sports turf playing surface to presentation standards.</li></ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |      |
|--------------------|------|
| <b>Unit sector</b> | Turf |
|--------------------|------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCTRF501A Plan the establishment of sports turf playing surfaces

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of planning the establishment of sports turf playing surfaces and the development of a relevant design for the site, specifications and work procedures and defines the standard required to: develop or interpret construction documentation; develop specifications and prepare a bill of quantities; develop a schedule and a plan of the scope of works; design sectional and elevation plans of the turf establishment works; order and arrange for purchase and delivery of goods and services; identify and incorporate sub-contracted works into the turf establishment plan; prepare a maintenance program for turf establishment. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to the planning processes involved in the establishment of turf in new constructions and major renovations of existing sports turf surfaces. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |



|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1. Carry out preliminary planning activities for turf establishment | <ul style="list-style-type: none"><li>1.1. Client preferences and requirements for the sports turf playing surface are understood and confirmed.</li><li>1.2. The site is assessed for biophysical factors, services and site modifications.</li><li>1.3. Research is conducted into turf plant species and cultivars, legal attributes and local by-laws and restrictions that may affect the plan for turf establishment.</li><li>1.4. Environmental implications of the planned turf establishment works are identified and, if necessary, reported to relevant personnel for further research.</li><li>1.5. A concept plan that reflects client preferences and requirements, and takes into account site factors and any identified environmental requirements is developed and presented to the client for discussion and approval.</li></ul> |
| 2. Determine requirements of turf establishment works               | <ul style="list-style-type: none"><li>2.1. Plants that are appropriate to the site and consistent with the agreed concept plan are identified and the required quantity calculated, costed and availability confirmed with the supplier.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| ELEMENT                                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | <p>2.2. Turf establishment procedures consistent with the agreed concept plan are selected according to the characteristics of available plant materials, site factors, the resources and equipment available and the environmental factors affecting the success of the turf establishment works.</p> <p>2.3. Design of the soil profile to support the playing surface takes into account the turf use, soil characteristics and other site and local environmental factors, and includes irrigation and drainage systems that accord with enterprise irrigation and drainage plans.</p> <p>2.4. Management of juvenile turf is provided for according to client requirements, site capabilities and enterprise standards and encourages optimal growth.</p> <p>2.5. Resources, tools, equipment and machinery required for the construction of soil profiles, planting and ongoing maintenance of the sports turf playing surface are identified, costed and availability confirmed with suppliers, contractors and appropriate personnel.</p> <p>2.6. Occupational Health and Safety (OHS) hazards associated with the turf establishment works are identified, risks assessed and controls developed according to industry standards, and are costed and documented in the plan.</p> <p>2.7. Staged implementation and development are outlined where appropriate, with access for future works provided for according to client, enterprise and site requirements.</p> <p>2.8. Timelines for preparations, construction of soil profiles, planting and maintenance are determined taking into account the needs of the turf species and cultivars, the softscape and hardscape components, site conditions and any other planning requirements.</p> |
| 3. Prepare and document the turf establishment plan and specification | <p>3.1. Designs of the soil profile and detailed plans of the scope of works, specifications and quotation are prepared based on horticultural conventions and the requirements of the turf establishment work and presented to the client for acceptance.</p> <p>3.2. Scaled site plan is produced which can be readily interpreted and understood by on-site personnel according to enterprise standards.</p> <p>3.3. Detailed on-site procedures and schedules required</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| ELEMENT | PERFORMANCE CRITERIA                                                                                               |
|---------|--------------------------------------------------------------------------------------------------------------------|
|         | for the establishment of the sports turf playing surface and its ongoing maintenance are developed and documented. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- research and evaluate information
- design plans and elevations of turf establishment works
- document the plan of scope of works and record all relevant information
- comply with legislative requirements
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- the principles and practices of establishing and maintaining a range of sports turf playing surfaces in relation to client needs, and the standards required for the intended use of the surface
- construction procedures, plant selection and cultural practices for sports turf playing surfaces
- legislation and regulations relating to sports turf sites and turf establishment works
- site evaluation techniques including analysis of the condition of soils, plants and the site for turf establishment activities
- irrigation, drainage and the interrelationship of soil air, water and the physical structure of existing and manufactured soils and sports turf mixes
- growth habits and cultural requirements of specific turf plant species and cultivars under a range of soil and environmental conditions
- maintenance requirements and practices for specific turf plant species and cultivars

**REQUIRED SKILLS AND KNOWLEDGE**

- prior to and after initial establishment
- surveying principles and techniques
- the role of project briefs and client consultation processes in planning turf establishment works.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- develop or interpret construction documentation
- develop specifications and prepare a bill of quantities
- develop a schedule and a plan of the scope of works
- design sectional and elevation plans of the turf establishment works
- order and arrange for purchase and delivery of goods and services
- identify and incorporate sub-contracted works into the turf establishment plan
- prepare a maintenance program for turf establishment.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole.

Turf may include:

- all species and cultivars of turf.

## Unit Sector(s)

Unit sector

Turf

## Co-requisite units

Co-requisite units

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

## Competency field

Competency field

## AHCWRK201A Observe and report on weather

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of observing and reporting on weather and climate conditions for an agricultural, horticultural or land management enterprise and defines the standard required to: monitor and interpret weather information; communicate warnings and concerns; identify weather and climate conditions and its impact upon farming and grazing activities; follow directions to minimise loss and damage to staff, livestock, crops, property; produce and review farm enterprises and operations for weather risk. |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to all workers in agricultural, horticultural and land management industries. It is normally carried out while working with limited supervision, within enterprise guidelines. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Check weather and climate information | <ul style="list-style-type: none"><li>1.1. Weather and climate information is checked to determine likely conditions.</li><li>1.2. Changed weather and climate situations are recognised.</li><li>1.3. Likely impact of changes in weather and climate are anticipated in respect to work tasks, safety of others, property, natural resources and local environment.</li><li>1.4. Report is made to supervisor of anticipated impact of weather and climate.</li></ul>        |
| 2. Carry out preventative action         | <ul style="list-style-type: none"><li>2.1. Information and advice is promptly disseminated to relevant personnel.</li><li>2.2. Preventative action is determined according to the known effects on livestock, crops and work tasks.</li><li>2.3. Actions to minimise loss and damage are implemented.</li><li>2.4. Livestock, horticultural or crop management program or schedule of work tasks are adjusted and revised according to weather and climatic changes.</li></ul> |
| 3. Monitor weather and climate           | <ul style="list-style-type: none"><li>3.1. Regular updates are accessed to determine ongoing suitability of current programs.</li><li>3.2. Viability of livestock, horticultural or crop management practices are reviewed to ensure suitability within meteorological conditions.</li><li>3.3. Research on forecasting techniques is undertaken to</li></ul>                                                                                                                  |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                       |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>maintain currency of information.</p> <p>3.4. Relevant information is documented and recorded according to enterprise requirements.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- monitor physical signs of weather in the context of available information
- relate forecasts to impact on current operations and activities
- communicate information on weather and situations that may be impacted
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- effects of wind and rain on wind chill
- effects of wind shear and wind chill exposure
- enterprise and industry policies for monitoring weather and climate conditions, and recording and reporting weather and climate conditions.
- weather and climate conditions impact upon farming and grazing activities
- working knowledge of climate and weather
- effects of wind chill on metabolism of animals
- effects of prolonged dry periods on pastures and animal production, and natural resources
- effects of extreme heat on animals, including during birthing, and effects of heat stress on neonates
- relevant legislative health and OHS requirements, especially as they relate to weather and climate monitoring and preparations for hazardous weather.



## Evidence Guide

| EVIDENCE GUIDE                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"><li>• monitor and interpret weather information</li><li>• communicate warnings and concerns</li><li>• identify weather and climate conditions and its impact upon farming and grazing activities</li><li>• follow directions to minimise loss and damage to staff, livestock, crops, property and produce</li><li>• review farm enterprises and operations for weather risk.</li></ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                                                                                            |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                            |
| Weather information may include:                                  | <ul style="list-style-type: none"><li>• reports</li><li>• warnings</li><li>• data collected from property weather stations</li><li>• internet research</li><li>• grazier alerts.</li></ul> |

**Unit Sector(s)**

|                    |      |
|--------------------|------|
| <b>Unit sector</b> | Work |
|--------------------|------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCWRK302A Monitor weather conditions

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of monitoring and interpreting weather and climate conditions and assessing its likely impact on staff, crops, livestock, produce, property, natural resources, equipment and work tasks and defines the standard required to: monitor and interpret weather and climate information; communicate warnings and concerns; identify resource requirements and dangers; minimise loss and damage to staff, livestock, crops, natural resources, property, and produce; implement alternative livestock or other programs; continue to monitor weather changes. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                    |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in agricultural, horticultural and land management industries. The work is likely to be carried out with limited or minimal supervision within enterprise guidelines. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1. Interpret weather and climate information | <ul style="list-style-type: none"><li>1.1. Weather and climate information and warnings are regularly monitored to determine likely conditions.</li><li>1.2. Potential variations in weather and climate conditions are anticipated and assessed according to warnings, weather patterns and historical experience.</li><li>1.3. Possible impacts of weather and climate on crops, livestock and work tasks are identified to determine appropriate preventative action.</li><li>1.4. Suitable preventative actions are reviewed to ensure availability of appropriate resources and responses.</li></ul> |
| 2. Carry out preventative action             | <ul style="list-style-type: none"><li>2.1. Information and advice is promptly disseminated to relevant personnel.</li><li>2.2. Preventative action is determined according to the known effects on livestock, crops and work tasks.</li><li>2.3. Actions to minimise loss and damage are implemented.</li><li>2.4. Livestock or crop management program and work schedules are adjusted and revised according to climatic changes.</li></ul>                                                                                                                                                              |
| 3. Monitor weather and climate               | <ul style="list-style-type: none"><li>3.1. Regular updates are accessed to determine the ongoing suitability of current programs.</li><li>3.2. Viability of livestock and crop management practices and scheduling of work tasks are reviewed to ensure suitability within meteorological conditions.</li></ul>                                                                                                                                                                                                                                                                                           |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>3.3. Research on forecasting techniques is undertaken to maintain currency of information.</p> <p>3.4. Relevant information is documented and recorded according to enterprise requirements.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- relate forecasts to impact on current operations and activities
- relate weather and climate conditions and changes to decision-making and prevention of loss and damage
- monitor physical signs in the context of available information
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- working knowledge of climate and weather
- weather and climate conditions and its impact upon farming and grazing activities
- effects of wind and rain on wind chill
- relevant legislative health and Occupational Health and Safety (OHS) requirements especially as they relate to weather and climate monitoring and preparations for hazardous weather
- enterprise and industry policies for monitoring weather and climate conditions and recording and reporting weather and climate conditions
- if applicable, effects of shearing and/or parturition and wind chill exposure
- if applicable, effects of wind chill on metabolism of animals
- if applicable, effects of prolonged dry periods on pastures and animal production and natural resources.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• monitor and interpret weather and climate information</li> <li>• communicate warnings and concerns</li> <li>• identify resource requirements and dangers</li> <li>• minimise loss and damage to staff, livestock, crops, natural resources, property, and produce</li> <li>• implement alternative livestock or other programs and continue to monitor weather changes.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                        |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                        |
| Interpreting weather and climate conditions may include:          | <ul style="list-style-type: none"> <li>• all situations, techniques and sources of evidence for monitoring and assessing its likely impact.</li> </ul> |

**Unit Sector(s)**

|             |      |
|-------------|------|
| Unit sector | Work |
|-------------|------|

**Co-requisite units**

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

**Competency field**

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCWRK305A Coordinate work site activities

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of coordinating work site activities for small-scale projects and defines the standard required to: prepare and plan worksite activities; identify and allocate resources required; schedule activities and allocate tasks and responsibilities; use communication and team supervision strategies; monitor activities and record costs and production levels; convey issues and suggested improvements to management. |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers in agricultural, horticultural and land management industries that are responsible for small small-scale projects. It is likely to be under limited supervision with checking only related to overall progress. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1. Prepare for work site activities | <p>1.1. Requirements of the work are clarified with supervisor of the project.</p> <p>1.2. Personnel, equipment and material resource requirements are identified according to the scope of the project and supervisors instructions.</p> <p>1.3. The order of activities and time allocation is identified, documented and presented to the supervisor for verification.</p> <p>1.4. The environmental implications of the proposed work site activities are identified and the likely outcomes assessed and reported to the supervisor.</p> <p>1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.</p> <p>1.6. Personal Protective Equipment (PPE) is selected, used, maintained and stored according to the type of work site activities to be undertaken.</p> |
| 2. Organise resources               | <p>2.1. Materials are purchased and equipment/machinery is hired as authorised by the supervisor and according to enterprise guidelines.</p> <p>2.2. External agency permits are gained in the correct order as necessary.</p> <p>2.3. Neighbours and affected parties are notified of works to be undertaken as necessary.</p> <p>2.4. Delivery of materials and equipment/machinery to site is organised according to documented order of activities.</p> <p>2.5. Personnel are organised to be on site when they are</p>                                                                                                                                                                                                                                                                                                       |

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Coordinate and report on activities | <p>3.1. All resources are coordinated and timed to suit the scope of the project and order of activities.</p> <p>3.2. Personnel are directed in activities for each period of work.</p> <p>3.3. Personnel, activities, timelines and resource usage are monitored and documented according to enterprise guidelines.</p> <p>3.4. Contingency situations are recognised and reported to the supervisor, and corrective actions taken according to enterprise guidelines.</p> <p>3.5. A simple project report is written to inform management of work site activities undertaken and completed.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- read and interpret documentation associated with work site activities
- calculate material and resource requirements
- coordinate a team to achieve optimum performance
- communicate with personnel at all levels
- document results clearly and concisely
- perform an OHS risk assessment
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- environmental awareness associated with undertaking project works to ensure the impact on the environment is minimal
- work schedule programming
- hiring and subcontracting of labour
- possible causes of disruption to work activities and their effect on quality and time schedules
- responsibilities and requirements for obtaining external agency permits as

**REQUIRED SKILLS AND KNOWLEDGE**

necessary

- the range, use and availability of materials, equipment and machinery that may be required for the project
- OHS issues, legislative requirements and Codes of Practice.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- prepare and plan worksite activities
- identify and allocate resources required
- schedule activities and allocate tasks and responsibilities
- use communication and team supervision strategies
- monitor activities and record costs and production levels
- convey issues and suggested improvements to management.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

## Range Statement

| RANGE STATEMENT                                                   |                                                                                                                       |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                       |
| Work site activities may include:                                 | <ul style="list-style-type: none"><li>all materials, equipment and personnel used for small-scale projects.</li></ul> |

## Unit Sector(s)

|             |      |
|-------------|------|
| Unit sector | Work |
|-------------|------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

# AHCWRK401A Implement and monitor quality assurance procedures

## Modification History

Not Applicable

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the implementation and monitoring of quality assurance procedures and defines the standard required to: establish quality specifications for product; assist in planning of quality assurance procedures; implement, monitor and record quality assurance procedures; provide supervision and training of staff in quality processes. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to production managers and workplace supervisors in agricultural and production horticulture enterprises who implementing and monitoring quality assurance procedures. |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                              |
| 1. Establish quality specifications for product                                      | 1.1. Market specifications are sourced.<br>1.2. Legislated requirements are identified.                                                                                                                                                                                                                                                                                                      |
| 2. Identify hazards and critical control points in the production of quality product | 2.1. Critical control points impacting on quality are identified.<br>2.2. Degree of risk for each hazard is determined.                                                                                                                                                                                                                                                                      |
| 3. Assist in planning of quality assurance procedures                                | 3.1. Procedures for each identified control point are developed to ensure optimum quality.<br>3.2. Hazards and risks are minimised through application of appropriate controls.<br>3.3. Processes to monitor the effectiveness of quality assurance procedures are developed.                                                                                                                |
| 4. Implement quality assurance procedure                                             | 4.1. Responsibilities for carrying out procedures are allocated to staff and contractors.<br>4.2. Instructions are prepared in accordance with the enterprise the quality assurance program.<br>4.3. Staff and contractors are given induction training on the quality assurance policy.<br>4.4. Staff and contractors are given in-service training relevant to their allocated procedures. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- identify hazards and critical control points in the production of quality product
- assist in planning of quality assurance procedures
- provide induction and in-service staff training
- implement quality assurance procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- market requirements for product
- definition of quality
- quality specifications for product
- enterprise and industry quality assurance systems
- Hazard Analysis and Critical Control Points (HACCP) techniques
- strategies for control of hazards to quality
- work place training strategies
- delegation and empowerment
- contingency management.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• establish quality specifications for product</li> <li>• assist in planning of quality assurance procedures</li> <li>• implement, monitor and record quality assurance procedures</li> <li>• provide supervision and training of staff in quality processes.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                            |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                              |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                              |
| System may include:                                               | <ul style="list-style-type: none"> <li>• those relevant across agricultural sectors and products.</li> </ul> |

## Unit Sector(s)

|                    |      |
|--------------------|------|
| <b>Unit sector</b> | Work |
|--------------------|------|



## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCWRK403A Supervise work routines and staff performance

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the supervision of work routines and staff performance and defines the standard required to: assess staff capability against position descriptions; designate and communicate staff roles and responsibilities, including line management; develop work plans to achieve organisational targets and business objectives; provide training and mentoring for staff; implement strategies to foster teamwork and trust; negotiate with staff as part of dealing with conflict; monitor team and individual work performance and provide feedback to staff. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to workers with supervisory responsibilities and covers the work functions associated with supervising work routines and staff performance. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. Communicate work roles               | <ul style="list-style-type: none"><li>1.1. Roles and responsibilities of staff are clearly defined and documented.</li><li>1.2. Skills of staff are accurately identified and matched with available tasks and duties.</li><li>1.3. Requirements of jobs are clearly identified and communicated to personnel.</li><li>1.4. Information on activities is developed and provided to personnel.</li><li>1.5. Occupational Health and Safety (OHS) policy and procedural requirements for supervisors are effectively implemented.</li></ul>                                                                                             |
| 2. Coordinate activities                | <ul style="list-style-type: none"><li>2.1. Work activities are prioritised to ensure completion of tasks in accordance with available timelines.</li><li>2.2. Work plans are developed to establish targets and objectives of activities, and to define tasks and timelines.</li><li>2.3. Training and learning opportunities are identified and incorporated into work activities.</li><li>2.4. Supervisory and reporting responsibilities are clarified and maintained in line with organisational requirements.</li><li>2.5. Enterprise environmental policy and procedures for supervisors are effectively implemented.</li></ul> |
| 3. Maintain effective working relations | <ul style="list-style-type: none"><li>3.1. Problems are recognised and addressed through discussion with work group.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| ELEMENT             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>3.2. Assistance is sought from work group members when difficulties arise in achieving allocated tasks</p> <p>3.3. Discussion and information sharing is routinely used to communicate requirements of work activities through a participative approach.</p> <p>3.4. Disagreements and conflicts are managed constructively using appropriate conflict management strategies.</p>                                                                                                          |
| 4. Provide feedback | <p>4.1. Feedback is clear, constructive and provided promptly to individuals to support achievement of outcomes.</p> <p>4.2. Difficult situations are identified and negotiated to achieve results in line with organisational requirements.</p> <p>4.3. Team and individual performances are monitored regularly to ensure personnel are able to achieve goals.</p> <p>4.4. Supervisory structures and lines of reporting are maintained in accordance with organisational requirements.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- supervise and instruct staff to achieve work activities
- delegate and allocate tasks
- assess and evaluate staff capability
- identify and provide training requirements
- plan timesheets and timetables to meet deadlines
- demonstrate safe workplace and environmentally responsible practices
- solve problems (staffing, resources)
- evaluate performance, provide feedback and prepare reports and performance appraisals
- promote and maintain effective relationships between staff
- monitor productivity and maintain staff records as required

**REQUIRED SKILLS AND KNOWLEDGE**

- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- enterprise personnel processes
- enterprise organisational structure and responsibilities
- techniques for building trust and relationships
- principles of team work and negotiation
- leadership for the work team
- performance appraisal systems and procedures
- principles of time management
- conflict management techniques
- enterprise training requirements and processes
- relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS, environmental protection and employment
- OHS hazard identification, risk assessment and development of risk controls.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>achievement of the following:</p> <ul style="list-style-type: none"> <li>• assess staff capability against position descriptions</li> <li>• designate and communicate staff roles and responsibilities, including line management</li> <li>• develop work plans to achieve organisational targets and business objectives</li> <li>• provide training and mentoring for staff</li> <li>• implement strategies to foster teamwork and trust</li> <li>• negotiate with staff as part of dealing with conflict</li> <li>• monitor team and individual work performance and provide feedback to staff.</li> </ul> |
| <b>Context of and specific resources for assessment</b> | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                 |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                 |
| The people may include:                                           | <ul style="list-style-type: none"> <li>• coaches</li> <li>• mentors</li> <li>• supervisors or managers</li> <li>• work colleagues with supervisory responsibilities.</li> </ul> |

## Unit Sector(s)

|                    |      |
|--------------------|------|
| <b>Unit sector</b> | Work |
|--------------------|------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

# AHCWRK501A Plan, implement and review a quality assurance program

## Modification History

Not Applicable

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers the process of planning, implementing and reviewing a quality assurance program for an agricultural or horticultural enterprise and defines the standard required to: define product quality standards based on the needs of the customer; determine quality assurance objectives for the enterprise; develop and implement procedures for quality assurance; maintain required records to support quality assurance; review the quality assurance program. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit covers the process of planning, implementing and reviewing a quality assurance program for an agricultural or horticultural enterprise. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1. Determine quality assurance objectives for the enterprise                | 1.1.Future market requirements for quality assured products are assessed.<br>1.2.Premiums for quality assurance products are determined.<br>1.3.Strategic benefits of a quality assurance program are assessed.                                                                                                                                                                                                                                                     |
| 2. Plan the quality assurance program and develop implementation strategies | 2.1.Product quality standards are defined.<br>2.2.Current status of products and operations is audited.<br>2.3.Industry quality assurance programs are evaluated and costed.<br>2.4.Required processes and practices are documented in the quality assurance program manual and an implementation plan is prepared.                                                                                                                                                 |
| 3. Implement the quality assurance program                                  | 3.1.Instructions are documented defining task and process requirements.<br>3.2.Contractor and staff training is established and implemented.<br>3.3.Communication takes account of social, cultural and ethnic backgrounds.<br>3.4.Changes to processes and practices are introduced.<br>3.5.Processes to monitor and verify product quality are established.<br>3.6.Recording systems are introduced.<br>3.7.Operating instructions are validated under conditions |

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                   |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | to verify their suitability.<br>3.8. Problems and issues are analysed and resolved appropriately, promptly and decisively.                                             |
| 4. Review the quality assurance program | 4.1. Reporting formats are established.<br>4.2. Mechanisms for gaining feedback information are implemented.<br>4.3. Preparation is made for quality assurance audits. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- determine quality assurance objectives for the enterprise
- plan the quality assurance program and develop implementation strategies
- implement the quality assurance program
- review the quality assurance program
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- market projections and customer requirements
- cost/benefit of quality assurance implementation
- system analysis, HAACCP or related processes
- enterprise culture and values
- leadership and administrative skills
- human resources induction practices
- human resources performance monitoring practices.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• define product quality standards based on the needs of the customer</li> <li>• determine quality assurance objectives for the enterprise</li> <li>• develop and implement procedures for quality assurance</li> <li>• maintain required records to support quality assurance</li> <li>• review the quality assurance program.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                                   |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                   |
| Quality assurance may include:                                    | <ul style="list-style-type: none"> <li>• regulation of the quality of raw materials</li> <li>• assemblies</li> <li>• products and components</li> <li>• services related to production</li> </ul> |

| <b>RANGE STATEMENT</b>                           |                                                                                                                                                                                                                                                              |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"> <li>management, production and inspection processes.</li> </ul>                                                                                                                                                           |
| Quality assurance programs may include:          | <ul style="list-style-type: none"> <li>programs with planned and systematic production processes that provide confidence in a product' or service's suitability for its intended purpose.</li> </ul>                                                         |
| Market requirements may include:                 | <ul style="list-style-type: none"> <li>trends and directions from regional, domestic and overseas markets.</li> </ul>                                                                                                                                        |
| Industry quality assurance programs may include: | <ul style="list-style-type: none"> <li>programs developed by industry organisations and marketing authorities, processors, wholesalers/retailers and other stakeholders including Cattlecare, Flockcare, Freshcare, Graincare and Proven Perfect.</li> </ul> |

## Unit Sector(s)

|                    |      |
|--------------------|------|
| <b>Unit sector</b> | Work |
|--------------------|------|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## BSBADM409A Coordinate business resources

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                        |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | <p>New release of this unit released with <i>version 6 of BSB07 Business Services Training Package</i>.</p> <ul style="list-style-type: none"><li>Inclusion of 'environmental sustainability business practices and standards' in the Range Statement</li></ul> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

### Application of the Unit

This unit applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine resource requirements      | <p>1.1. Determine <b>resource requirements</b> in accordance with business and operational plans, and <b>organisational requirements</b></p> <p>1.2. Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements</p> <p>1.3. Ensure resource expenditure is realistic and makes efficient use of available budget resources</p> <p>1.4. Present recommendations on resource requirements in the required format, style and structure using relevant <b>business equipment and technology</b></p> |
| 2. Acquire and allocate resources       | <p>2.1. Acquire physical resources and services in accordance with organisational requirements</p> <p>2.2. Check resources to ensure quality and quantity, in line with service agreements</p> <p>2.3. Allocate resources promptly to enable achievement of workgroup objectives</p> <p>2.4. Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using <b>appropriate interpersonal skills</b></p>                                                                                            |
| 3. Monitor and report on resource usage | <p>3.1. Measure effectiveness of resource planning, and assess against actual costs, identified shortfalls and surpluses</p> <p>3.2. Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans</p> <p>3.3. Identify improvements in resource planning through consultation and <b>feedback</b>, and implement in accordance with organisational requirements</p> <p>3.4. Maintain <b>records</b> concerning equipment and</p>                                           |

| ELEMENT | PERFORMANCE CRITERIA                                               |
|---------|--------------------------------------------------------------------|
|         | resource purchases, in accordance with organisational requirements |

## Required Skills and Knowledge

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

### Required skills

- communication skills to request advice, to receive feedback and to work with a team
- literacy skills to draft complex reports and to display logical information on resource usage
- numeracy skills to interpret, compare and calculate resource usage costs
- planning skills to schedule and track resource use and availability.

### Required knowledge

- common equipment faults
- functions of a range of business equipment
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- organisational policies, plans and procedures
- record management processes and techniques related to maintenance schedules.

## Evidence Guide

*The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                             |                                         |
|-----------------------------------------------------------------------------|-----------------------------------------|
| <b>Overview of assessment</b>                                               |                                         |
| <b>Critical aspects for assessment and evidence required to demonstrate</b> | Evidence of the following is essential: |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>competency in this unit</b>                          | <ul style="list-style-type: none"> <li>• monitoring resource usage to determine resource needs</li> <li>• maintaining records of resource requirements</li> <li>• calculating costs and expenditures in relation to use and maintenance of business resources</li> <li>• knowledge of relevant legislation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of records relating to business resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of recommendations on resource requirements</li> <li>• review of records concerning equipment and resource purchases</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of functions of a range of business equipment.</li> </ul> |
| <b>Guidance information for assessment</b>              | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other general administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                           |                                                                                                                           |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Resource requirements</b> may include: | <ul style="list-style-type: none"> <li>• human resources</li> <li>• location/premises</li> <li>• OHS resources</li> </ul> |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|



|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <ul style="list-style-type: none"> <li>• plant/machinery</li> <li>• raw materials</li> <li>• refurbishment</li> <li>• staff amenities</li> <li>• stock and supplies</li> <li>• storage space</li> <li>• technological equipment/software</li> <li>• training materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Organisational requirements</b> may include:       | <ul style="list-style-type: none"> <li>• access and equity principles and practices</li> <li>• business and performance plans</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• manufacturers' and operational specifications</li> <li>• OHS policies, procedures and programs</li> <li>• environmental sustainability business practices and standards</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• reporting requirements</li> <li>• security and confidentiality requirements</li> </ul> |
| <b>Business equipment and technology</b> may include: | <ul style="list-style-type: none"> <li>• answering machine</li> <li>• binder</li> <li>• computer</li> <li>• fax machine</li> <li>• photocopier</li> <li>• printer</li> <li>• shredder</li> <li>• telephone</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Appropriate interpersonal skills</b> may include:  | <ul style="list-style-type: none"> <li>• clarity of language</li> <li>• consultation methods, techniques and protocols</li> <li>• seeking feedback from group members to confirm understanding</li> <li>• summarising and paraphrasing</li> <li>• using appropriate body language</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Feedback</b> sources may include:                  | <ul style="list-style-type: none"> <li>• customer/client response data</li> <li>• employee data</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                             |                                                                                                                                                                                                                                                                                  |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <ul style="list-style-type: none"><li>• equipment meter readings</li><li>• financial forecasts</li><li>• sales orders</li><li>• suppliers' invoices</li></ul>                                                                                                                    |
| <b>Records</b> may include: | <ul style="list-style-type: none"><li>• computerised or manual</li><li>• financial statements</li><li>• invoices</li><li>• maintenance schedules</li><li>• order forms</li><li>• petty cash forms</li><li>• purchase orders</li><li>• stock list and inventory control</li></ul> |

## Unit Sector(s)

Administration - General Administration

## BSBADM502B Manage meetings

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for meetings | 1.1. Develop <b><i>agenda</i></b> in line with stated <b><i>meeting purpose</i></b><br>1.2. Ensure style and structure of meeting are appropriate to its purpose<br>1.3. Identify meeting participants and notify them in accordance with organisational procedures<br>1.4. Confirm <b><i>meeting arrangements</i></b> in accordance with requirements of meeting<br>1.5. Despatch <b><i>meeting papers</i></b> to participants within <b><i>designated time lines</i></b> |
| 2. Conduct meetings     | 2.1. Chair meetings in accordance with organisational requirements, agreed <b><i>conventions</i></b> for type of meeting and <b><i>legal and ethical requirements</i></b><br>2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes<br>2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and <b><i>resolution</i></b> of issues<br>2.4. Brief minute taker on method for recording meeting                |

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | notes in accordance with organisational requirements and conventions for type of meeting                                                                                                                                                                                                                                                                                                                                                            |
| 3. Follow up meetings | <p>3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions</p> <p>3.2. Distribute and <b>store minutes</b> and other follow-up documentation within designated time lines, and according to organisational requirements</p> <p>3.3. Report outcomes of meetings as required, within designated time lines</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to:
  - participate in sustained complex interpersonal exchanges and to interact with others
  - listen to, incorporate and encourage feedback
  - conduct oral presentations to a group, to consult participants and to answer questions
  - manage and work with a group to construct an action plan
  - chair meetings
- literacy skills to:
  - categorise and organise information
  - assess information for relevance and accuracy
  - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

#### Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

**REQUIRED SKILLS AND KNOWLEDGE**

- anti-discrimination legislation
- ethical principles
- codes of practice
- privacy laws
- copyright
- occupational health and safety
- formats for minutes and agendas
- group dynamics
- meeting terminology, structures, arrangements and responsibilities of chairperson
- organisational procedures and policies regarding meetings, chairing and minutes.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- applying conventions and procedures for formal and informal meetings
- chairing meetings in relation to agreed agendas.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to reference material in regard to meeting venues, catering, transport suppliers
- access to names and contacts for meeting participants
- access to office supplies and equipment
- access to computers and relevant software.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                  |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | reports of on-the-job performance by the candidate <ul style="list-style-type: none"> <li>• review of minutes, agendas and other communication</li> <li>• review of testimony from team members, colleagues, supervisors or managers.</li> </ul> |
| <b>Guidance information for assessment</b> | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"> <li>• other general administration units.</li> </ul>                                |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Agendas</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• correspondence</li> <li>• date, time and location of meeting</li> <li>• date of next meeting</li> <li>• general business</li> <li>• major agenda items</li> <li>• matters or business arising from the minutes</li> <li>• minutes of the previous meeting</li> <li>• reports</li> <li>• statement of the meeting's purpose</li> <li>• welcome</li> </ul> |
| <b><i>Meeting purpose</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• discussion forum for internal or external clients</li> <li>• planning and development of a project</li> <li>• progress of a project</li> <li>• range of business items</li> <li>• setting of enterprise or team goals</li> </ul>                                                                                                                         |
| <b><i>Meeting arrangements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• booking an appropriate venue</li> <li>• deciding on process for recording of meeting</li> <li>• establishing costs and operating within a budget</li> </ul>                                                                                                                                                                                              |

| <b>RANGE STATEMENT</b>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | <ul style="list-style-type: none"> <li>• identifying any specific needs of participants</li> <li>• organising accommodation and transport</li> <li>• organising appropriate communication technology</li> <li>• organising catering</li> <li>• organising a minute taker</li> <li>• preparing relevant documentation for participants</li> <li>• scheduling date and time for the meeting</li> </ul>                                                                                                                               |
| <b>Meeting papers</b> may include:                 | <ul style="list-style-type: none"> <li>• agenda</li> <li>• chairperson's report</li> <li>• correspondence</li> <li>• draft documentation</li> <li>• financial reports</li> <li>• itemised meeting papers</li> <li>• notice of meeting</li> <li>• previous minutes</li> <li>• research reports</li> </ul>                                                                                                                                                                                                                           |
| <b>Designated time lines</b> may include:          | <ul style="list-style-type: none"> <li>• contractual obligations</li> <li>• formal timeframe set by the organisation</li> <li>• informal timeframe set by the administrative organiser</li> <li>• project time lines</li> <li>• statutory requirements (e.g. for annual general meetings)</li> <li>• timeframe decided by participants</li> </ul>                                                                                                                                                                                  |
| <b>Conventions</b> may include:                    | <ul style="list-style-type: none"> <li>• casting vote for chairperson</li> <li>• conflict of interest provisions</li> <li>• consensus required</li> <li>• informal discussion</li> <li>• majority of members to agree</li> <li>• moving and seconding formal motions</li> <li>• quorum requirements</li> <li>• restricting discussion to agenda items</li> <li>• speaking through the chairperson</li> <li>• time limit on speakers</li> <li>• waiting to be recognised by the chairperson</li> <li>• voting procedures</li> </ul> |
| <b>Legal and ethical requirements</b> may include: | <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• legislation relating to companies and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |



| <b>RANGE STATEMENT</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <ul style="list-style-type: none"> <li>associations</li> <li>requirements for public meetings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resolution</b> may include:                                 | <ul style="list-style-type: none"> <li>agreeing on a course of action</li> <li>deferring decisions to another meeting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Storage</b> of minutes and other documentation may include: | <ul style="list-style-type: none"> <li>authorised access</li> <li>electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up</li> <li>file names according to organisational procedure</li> <li>file names which are easily identifiable in relation to the content</li> <li>file and folder names which identify the operator, author, section, date</li> <li>filing locations</li> <li>organisational policy for backing up files</li> <li>organisational policy for filing hard copies of documents</li> <li>security</li> </ul>                    |
| <b>Minutes</b> may include:                                    | <ul style="list-style-type: none"> <li>meeting details (e.g. title, date, time, location)</li> <li>action items</li> <li>agenda items</li> <li>apologies and attendees</li> <li>approval of the record of previous minutes</li> <li>correspondence</li> <li>date of the next meeting</li> <li>formatting from previous minutes</li> <li>lists rather than complete sentences</li> <li>matters arising from the previous meetings</li> <li>names of absent and attending participants</li> <li>organisation templates</li> <li>other business</li> <li>reports</li> <li>welcome</li> </ul> |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                  |                                         |
|------------------|-----------------------------------------|
| Competency field | Administration - General Administration |
|------------------|-----------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBCMM101A Apply basic communication skills

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify workplace communication procedures | 1.1. Identify organisational communication requirements and <b><i>workplace procedures</i></b> with assistance from <b><i>appropriate people</i></b><br>1.2. Identify appropriate <b><i>lines of communication</i></b> with supervisors and colleagues<br>1.3. Seek advice on the <b><i>communication method/equipment</i></b> most appropriate for the task                                                              |
| 2. Communicate in the workplace                | 2.1. Use effective questioning, and active listening and speaking skills to gather and convey information<br>2.2. Use appropriate non-verbal behaviour at all times<br>2.3. Encourage, acknowledge and act upon constructive feedback                                                                                                                                                                                     |
| 3. Draft written information                   | 3.1. Identify relevant procedures and formats for written information<br>3.2. Draft and present assigned <b><i>written information</i></b> for approval, ensuring it is written clearly, concisely and within designated timeframes<br>3.3. Ensure written information meets required <b><i>standards</i></b> of style, format and detail<br>3.4. Seek assistance and/or feedback to aid communication skills development |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback, and to convey messages clearly and concisely
- culturally appropriate communication skills to relate to people from diverse backgrounds and to people with diverse abilities
- literacy skills to identify work requirements, to draft written information and to process basic, relevant workplace documentation
- problem-solving skills to solve routine problems related to the workplace, under direct supervision.

#### Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as privacy laws
- organisational policies, plans and procedures.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- clear, concise and correct verbal and written communication
- promptly and appropriately following instructions
- knowledge of relevant legislation.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- access to examples of documents relating to

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | workplace communication policies and procedures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of organisational policies, plans and procedures</li> <li>• review of written information.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• general administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                               |
| <b><i>Workplace procedures</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• answering telephone calls</li> <li>• following instructions</li> <li>• informal discussions</li> <li>• requests from colleagues</li> <li>• using internet and email</li> <li>• using voice mail</li> <li>• workplace procedures related to specific tasks</li> </ul> |
| <b><i>Appropriate people</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• other staff members</li> <li>• supervisors, mentors, trainers or assessors</li> </ul>                                                                                                                                                          |

| <b>RANGE STATEMENT</b>                             |                                                                                                                                                                                                                                                               |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lines of communication</b> may include:         | <ul style="list-style-type: none"> <li>• formal and informal means</li> <li>• verbal or written</li> </ul>                                                                                                                                                    |
| <b>Communication method/equipment</b> may include: | <ul style="list-style-type: none"> <li>• computer network systems</li> <li>• facsimile machines</li> <li>• personal computer equipment including hardware, keyboards, software and communication packages</li> <li>• telephones</li> </ul>                    |
| <b>Written information</b> may include:            | <ul style="list-style-type: none"> <li>• electronic mail</li> <li>• facsimiles</li> <li>• general correspondence or standard/form letters and memos</li> <li>• handwritten and printed materials</li> <li>• telephone messages or general messages</li> </ul> |
| <b>Standards</b> may include:                      | <ul style="list-style-type: none"> <li>• organisational policies</li> <li>• standards set by workgroup</li> </ul>                                                                                                                                             |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                             |
|-------------------------|---------------------------------------------|
| <b>Competency field</b> | Communication - Interpersonal Communication |
|-------------------------|---------------------------------------------|

## Co-requisite units

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|                           |  |
|                           |  |





## BSBCUS201B Deliver a service to customers

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                     |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCUS201A Deliver a service to customers</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

### Application of the Unit

This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish contact with customers | <p>1.1 Acknowledge and greet <b>customer</b> in a professional, courteous and concise manner according to <b>organisational requirements</b></p> <p>1.2 Maintain personal dress and presentation in line with organisational requirements</p> <p>1.3 Communicate using appropriate <b>interpersonal skills</b> to facilitate accurate and relevant exchange of information</p> <p>1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences</p> <p>1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements</p> |
| 2. Identify customer needs          | <p>2.1 Use appropriate questioning and active listening to determine customer needs</p> <p>2.2 Assess customer needs for urgency to identify priorities for service delivery</p> <p>2.3 Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s</p> <p>2.4 Identify personal limitations in addressing customer needs and seek assistance from <b>designated persons</b> where required</p>                                                                                                                                         |
| 3. Deliver service to customers     | <p>3.1 Provide prompt customer service to meet identified needs according to organisational requirements</p> <p>3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary</p> <p>3.3 Communicate with customers in a clear, concise and courteous manner</p> <p>3.4 Identify <b>opportunities</b> to enhance the quality of service and products, and take action to improve the service whenever</p>                                                                                                                                                         |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | possible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4. Process customer feedback | <p>4.1 Promptly recognise <b>customer feedback</b> and handle sensitively according to organisational requirements</p> <p>4.2 Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures</p> <p>4.3 Identify any unmet customer needs and discuss suitability of other products/services</p> <p>4.4 Support customers to make contact with other services according to organisational policies and procedures</p> |

## Required Skills and Knowledge

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

### Required skills

- communication skills to convey meaning clearly, concisely and coherently
- literacy skills to communicate with customers and to develop required product knowledge
- numeracy skills to interpret customer requirements and to meet customer needs
- problem-solving skills to deal with customer enquiries or complaints
- self-management skills to:
  - comply with policies and procedures
  - seek learning and development opportunities.

### Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies and procedures relating to customer service and the customer service process.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• demonstrating all stages of customer service interactions</li> <li>• responding to customer feedback</li> <li>• demonstrating a range of interpersonal skills</li> <li>• knowledge of relevant legislation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of customer complaints and policies relating to customer service.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of customer service and communication techniques</li> <li>• review of information provided to customers about problems and delays, and customer follow-up</li> <li>• review of documentation recording feedback and communication between customers and the organisation.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Customers</b> may include:                   | <ul style="list-style-type: none"> <li>• contacts from other organisations</li> <li>• external customers</li> <li>• internal customers</li> <li>• members of the public</li> <li>• patients</li> <li>• service users.</li> </ul>                                                                                                                                                                                                                                         |
| <b>Organisational requirements</b> may include: | <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• following OHS procedures for dealing with customers</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manual.</li> </ul>                                                    |
| <b>Interpersonal skills</b> may include:        | <ul style="list-style-type: none"> <li>• listening actively to what the customer is communicating</li> <li>• providing an opportunity for the customer to confirm their request</li> <li>• questioning to clarify and confirm customer needs</li> <li>• seeking feedback from the customer to confirm understanding of needs</li> <li>• summarising and paraphrasing to check understanding of customer's message</li> <li>• using appropriate body language.</li> </ul> |
| <b>Designated persons</b> may include:          | <ul style="list-style-type: none"> <li>• manager, supervisor or team leader</li> <li>• more experienced personnel with specific knowledge or information</li> <li>• staff from other work areas with particular product or service knowledge.</li> </ul>                                                                                                                                                                                                                 |
| <b>Opportunities</b> may include:               | <ul style="list-style-type: none"> <li>• advice about warranties, guarantees or support services</li> <li>• packaging options</li> <li>• pricing options</li> <li>• procedures for delivery of goods or service</li> <li>• provision of product knowledge</li> <li>• systems for recording complaints.</li> </ul>                                                                                                                                                        |

|                                        |                                                                                                                                                                                                                |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Customer feedback</b> may be about: | <ul style="list-style-type: none"><li>• damaged goods or delivery problems</li><li>• delays</li><li>• invoicing errors</li><li>• quality of customer service</li><li>• quality of service provision.</li></ul> |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Sector(s)

Stakeholder Relations – Customer Service

## Custom Content Section

Not applicable.

## BSBCUS301B Deliver and monitor a service to customers

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i></p> <p>Revised unit. Performance criteria amended so that the learner is not required to ‘incorporate evidence of customer satisfaction in decision to modify products or services’.</p> <p>Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCUS301A Deliver and monitor a service to customers</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. Operators may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

### Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify customer needs                | <p>1.1 Use <b><i>appropriate interpersonal skills</i></b> to accurately identify and clarify <b><i>customer needs and expectations</i></b></p> <p>1.2 Assess customer needs for urgency to determine priorities for service delivery according to <b><i>organisational requirements</i></b></p> <p>1.3 Use <b><i>effective communication</i></b> to inform customers about available choices for meeting their needs and assist in the selection of preferred options</p> <p>1.4 Identify limitations in addressing customer needs and seek appropriate assistance from <b><i>designated individuals</i></b></p>                         |
| 2. Deliver a service to customers         | <p>2.1 Provide prompt service to customers to meet identified needs in accordance with organisational requirements</p> <p>2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery</p> <p>2.3 Sensitively and courteously handle <b><i>customer complaints</i></b> in accordance with organisational requirements</p> <p>2.4 Provide assistance or respond to customers with <b><i>specific needs</i></b> according to organisational requirements</p> <p>2.5 Identify and use available <b><i>opportunities</i></b> to promote and enhance services and products to customers</p> |
| 3. Monitor and report on service delivery | <p>3.1 Regularly review customer satisfaction with service delivery using <b><i>verifiable evidence</i></b> according to organisational requirements</p> <p>3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational requirements</p> <p>3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements</p>                                                                                                                                                                                                                            |



|  |                                                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>3.4 Regularly seek customer feedback and use to improve the provision of products and services</p> <p>3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Required Skills and Knowledge

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

### Required skills

- analytical skills to identify trends and positions of products and services
- communication skills to monitor and advise on customer service strategies
- literacy skills to:
  - edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
  - prepare general information and papers according to target audience
  - read and understand a variety of texts
- problem-solving skills to deal with customer enquiries or complaints
- technology skills to select and use technology appropriate to a task
- self-management skills to:
  - comply with policies and procedures
  - consistently evaluate and monitor own performance
  - seek learning opportunities.

### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- organisational policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- public relations and product promotion
- techniques for dealing with customers, including customers with specific needs.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"><li>• identifying needs and priorities of customers</li><li>• distinguishing between different levels of customer satisfaction</li><li>• treating customers with courtesy and respect</li><li>• responding to and reporting on, customer feedback</li><li>• knowledge of organisational policy and procedures for customer service.</li></ul>                                                                                                                                                                              |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"><li>• access to an actual workplace or simulated environment</li><li>• access to office equipment and resources</li><li>• examples of customer complaints</li><li>• examples of documents relating to customer service standards and policies.</li></ul>                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"><li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li><li>• review of reports on customer service delivery</li><li>• analysis of responses to case studies and scenarios</li><li>• demonstration of techniques</li><li>• oral or written questioning to assess knowledge of customer service strategies.</li></ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Appropriate interpersonal skills</i></b> may include: | <ul style="list-style-type: none"> <li>• listening actively to what the customer is communicating</li> <li>• providing an opportunity for the customer to confirm their request</li> <li>• questioning to clarify and confirm customer needs</li> <li>• seeking feedback from the customer to confirm understanding of needs</li> <li>• summarising and paraphrasing to check understanding of customer message</li> <li>• using appropriate body language.</li> </ul>                                                    |
| <b><i>Customers</i></b> may include:                        | <ul style="list-style-type: none"> <li>• corporate customers</li> <li>• individual members of the organisation</li> <li>• individual members of the public</li> <li>• internal or external</li> <li>• other agencies.</li> </ul>                                                                                                                                                                                                                                                                                          |
| <b><i>Customer needs and expectations</i></b> may include:  | <ul style="list-style-type: none"> <li>• accuracy of information</li> <li>• advice or general information</li> <li>• complaints</li> <li>• fairness/politeness</li> <li>• further information</li> <li>• making an appointment</li> <li>• prices/value</li> <li>• purchasing organisation's products and services</li> <li>• returning organisation's products and services</li> <li>• specific information.</li> </ul>                                                                                                   |
| <b><i>Organisational requirements</i></b> may include:      | <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• defined resource parameters</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• payment and delivery options</li> <li>• pricing and discount policies</li> <li>• quality and continuous improvement processes and</li> </ul> |

|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | <ul style="list-style-type: none"> <li>standards</li> <li>quality assurance and/or procedures manuals</li> <li>replacement and refund policy and procedures</li> <li>who is responsible for products or services.</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>Effective communication</b> may include:                                    | <ul style="list-style-type: none"> <li>giving customers full attention</li> <li>maintaining eye contact, except where eye contact may be culturally inappropriate</li> <li>speaking clearly and concisely</li> <li>using active listening techniques</li> <li>using appropriate language and tone of voice</li> <li>using clear written information/communication</li> <li>using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)</li> <li>using open and/or closed questions.</li> </ul> |
| <b>Designated individuals</b> may include:                                     | <ul style="list-style-type: none"> <li>colleagues</li> <li>customers</li> <li>line management</li> <li>supervisor.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Customer complaints</b> may include:                                        | <ul style="list-style-type: none"> <li>administrative errors such as incorrect invoices or prices</li> <li>customer satisfaction with service quality</li> <li>damaged goods or goods not delivered</li> <li>delivery errors</li> <li>product not delivered on time</li> <li>service errors</li> <li>warehouse or store room errors such as incorrect product delivered.</li> </ul>                                                                                                                                                         |
| <b>Specific needs</b> of customers may relate to:                              | <ul style="list-style-type: none"> <li>age</li> <li>beliefs/values</li> <li>culture</li> <li>disability</li> <li>gender</li> <li>language</li> <li>religious/spiritual observances.</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| <b>Opportunities</b> to promote and enhance services and products may include: | <ul style="list-style-type: none"> <li>extending time lines</li> <li>packaging procedures</li> <li>procedures for delivery of goods</li> <li>returns policy</li> <li>system for recording complaints</li> <li>updating customer service charter.</li> </ul>                                                                                                                                                                                                                                                                                 |
| <b>Verifiable evidence</b> may include:                                        | <ul style="list-style-type: none"> <li>customer satisfaction questionnaires</li> <li>audit documentation and reports</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |

|  |                                                                                                                                                                            |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• quality assurance data</li><li>• returned goods</li><li>• lapsed customers</li><li>• service calls</li><li>• complaints.</li></ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Sector(s)

Stakeholder Relations – Customer Service

## Custom Content Section

Not applicable.

## BSBCUS401B Coordinate implementation of customer service strategies

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Performance criteria amended so that the learner is not required to 'incorporate evidence of customer satisfaction in decision to modify products or services'. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCUS401A Coordinate implementation of customer service strategies</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback. Operators may have responsibility to provide guidance or to delegate aspects of these tasks to others.

### Application of the Unit

This unit applies to individuals with a broad knowledge of customer service strategies who contribute well developed skills in addressing customer needs and problems.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

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

### Elements and Performance Criteria

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Advise on customer service needs                      | <p>1.1 Clarify and accurately assess <b>customer needs</b> using appropriate <b>communication techniques</b></p> <p>1.2 Diagnose problems matching service delivery to <b>customers</b> and develop options for improved service within <b>organisational requirements</b></p> <p>1.3 Provide relevant and constructive advice to promote the improvement of customer service delivery</p> <p>1.4 Use <b>business technology</b> and/or <b>online services</b> to structure and present information on customer service needs</p> |
| 2. Support implementation of customer service strategies | <p>2.1 Ensure customer service strategies and opportunities are promoted to <b>designated individuals and groups</b></p> <p>2.2 Identify and allocate available budget resources to fulfil customer service objectives</p> <p>2.3 Promptly action <b>procedures to resolve customer difficulties</b> and <b>complaints</b> within organisational requirements</p> <p>2.4 Ensure that decisions to implement <b>strategies</b> are taken in consultation with designated individuals and groups</p>                                |
| 3. Evaluate and report on customer service               | <p>3.1 Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements</p> <p>3.2 Identify and report changes necessary to maintain service standards to designated individuals and groups</p> <p>3.3 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of</p>                                                                                                                                          |

|  |                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------|
|  | client service strategies<br>3.4 Maintain systems, records and reporting procedures to compare changes in customer satisfaction |
|--|---------------------------------------------------------------------------------------------------------------------------------|

## Required Skills and Knowledge

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

### Required skills

- communication skills to
  - communicate effectively with personnel and clients at all levels
  - articulate customer service strategies
- interpersonal skills to:
  - build relationships with customers
  - establish rapport
- literacy skills to:
  - prepare general information and papers
  - read a variety of texts
  - write formal and informal letters according to target audience
- planning skills to develop implementation schedules
- problem-solving skills to diagnose organisational problems relating to customer services
- self-management skills to:
  - comply with policies and procedures
  - consistently evaluate and monitor own performance
  - seek learning opportunities.

### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- principles of customer service
- organisational business structure, products and services
- product and service standards and best practice models.



## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"><li>• identifying needs and priorities of the organisation in delivering services to customers</li><li>• responding to and reporting on customer feedback</li><li>• designing strategies to improve delivery of products and services</li><li>• knowledge of the principles of customer service.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"><li>• access to an actual workplace or simulated environment</li><li>• access to office equipment and resources</li><li>• examples of customer complaints, feedback and strategies.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"><li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li><li>• review of documentation reporting changes necessary to maintain service standards</li><li>• analysis of responses to case studies and scenarios</li><li>• demonstration of techniques</li><li>• observation of presentations</li><li>• oral or written questioning to assess knowledge of customer service techniques and strategies</li><li>• review of systems, records and reporting procedures to compare changes in customer satisfaction.</li></ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Customer needs</i></b> may relate to:            | <ul style="list-style-type: none"> <li>• accuracy of information</li> <li>• advice or general information</li> <li>• complaints</li> <li>• fairness/politeness</li> <li>• further information</li> <li>• making an appointment</li> <li>• prices/value</li> <li>• purchasing organisation's products and services</li> <li>• returning organisation's products and services</li> <li>• specific information.</li> </ul>                                        |
| <b><i>Communication techniques</i></b> may include:    | <ul style="list-style-type: none"> <li>• analysing customer satisfaction surveys</li> <li>• analysing quality assurance data</li> <li>• conducting interviews</li> <li>• consultation methods, techniques and protocols</li> <li>• making recommendations</li> <li>• obtaining management decisions</li> <li>• questioning</li> <li>• seeking feedback to confirm understanding</li> <li>• summarising and paraphrasing.</li> </ul>                            |
| <b><i>Customers</i></b> may include:                   | <ul style="list-style-type: none"> <li>• corporate customers</li> <li>• individual members of the organisation</li> <li>• individual members of the public</li> <li>• internal or external</li> <li>• other agencies.</li> </ul>                                                                                                                                                                                                                               |
| <b><i>Organisational requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• confidentiality and security requirements</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> </ul> |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <ul style="list-style-type: none"> <li>• payment and delivery options</li> <li>• pricing and discount policies</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• replacement and refund policy and procedures</li> <li>• who is responsible for products or services.</li> </ul> |
| <b>Business technology</b> may include:                         | <ul style="list-style-type: none"> <li>• answering machine</li> <li>• binder</li> <li>• computer</li> <li>• fax machine</li> <li>• photocopier</li> <li>• printer</li> <li>• shredder</li> <li>• telephone.</li> </ul>                                                                                                                                                 |
| <b>Online services</b> may include:                             | <ul style="list-style-type: none"> <li>• access to product database by customers online</li> <li>• access to purchase, delivery and account records</li> <li>• contact centre</li> <li>• online ordering</li> <li>• online payments</li> <li>• online registration</li> <li>• quick/reasonable response</li> <li>• two-way communication online.</li> </ul>            |
| <b>Designated individuals and groups</b> may include:           | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• committee</li> <li>• customers</li> <li>• external organisation</li> <li>• line management</li> <li>• supervisor.</li> </ul>                                                                                                                                                                            |
| <b>Procedures to resolve customer difficulties</b> may include: | <ul style="list-style-type: none"> <li>• external agencies (e.g. Ombudsman)</li> <li>• item replacement</li> <li>• referrals to supervisor</li> <li>• refund of monies</li> <li>• review of products or services</li> <li>• using conflict management techniques.</li> </ul>                                                                                           |

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Customer complaints</b> may include:         | <ul style="list-style-type: none"><li>• administrative errors such as incorrect invoices or prices</li><li>• customer satisfaction with service quality</li><li>• damaged goods or goods not delivered</li><li>• delivery errors</li><li>• products not delivered on time</li><li>• service errors</li><li>• specific e-business problems and issues:<ul style="list-style-type: none"><li>• difficulty accessing services</li><li>• inactive links</li><li>• not appreciating differing hardware and software</li><li>• services not available</li><li>• supply errors such as incorrect product delivered</li><li>• time taken to access services</li><li>• unfriendly website design</li><li>• website faults</li></ul></li><li>• warehouse or store room errors such as incorrect product delivered.</li></ul> |
| Customer service <b>strategies</b> may include: | <ul style="list-style-type: none"><li>• courtesy/politeness</li><li>• delivery times</li><li>• merchandise characteristics</li><li>• price offers</li><li>• product/refund guarantees</li><li>• product/service availability.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Unit Sector(s)

Stakeholder Relations – Customer Service

## Custom Content Section

Not applicable.

## BSBCUS402B Address customer needs

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                             |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBCUS402A Address customer needs</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, which includes assisting the customer to articulate their needs, meeting customer needs and managing networks to ensure customer needs are addressed. The customer relationship would typically involve direct interaction a number of times over an extended period.

This unit is appropriate to workers who are expected to have detailed product knowledge in order to recommend customised solutions. They would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

### Application of the Unit

This unit applies to workers required to be familiar with a product and service that varies widely and is capable of significant customisation.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

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

### Elements and Performance Criteria

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assist customer to articulate needs                    | <p>1.1 Ensure <b>customer</b> needs are fully explored, understood and agreed</p> <p>1.2 Explain and match available services and products to customer needs</p> <p>1.3 Identify and communicate <b>rights and responsibilities of customers</b> to the customer as appropriate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2. Satisfy complex customer needs                         | <p>2.1 Explain possibilities for meeting customer needs</p> <p>2.2 Assist customers to evaluate service and/or product options to satisfy their needs</p> <p>2.3 Determine and prioritise preferred actions</p> <p>2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner</p>                                                                                                                                                                                                                                                                                                                                                                          |
| 3. Manage networks to ensure customer needs are addressed | <p>3.1 Establish <b>effective regular communication</b> with customers</p> <p>3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation</p> <p>3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer, and the <b>products and services</b> available</p> <p>3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services</p> <p>3.5 Maintain records of customer interaction in accordance with</p> |

|  |                                  |
|--|----------------------------------|
|  | <b>organisational procedures</b> |
|--|----------------------------------|

## Required Skills and Knowledge

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

### Required skills

- communication skills to relate to people from diverse backgrounds and people with diverse abilities.
- information management skills to summarise information verbally and non-verbally
- literacy and numeracy skills to:
  - interpret product and service features or sales data
  - read a variety of texts to prepare general information and papers
  - summarise information obtained from a variety of verbal and non-verbal sources
  - write formal and informal text
- numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- problem-solving skills to develop solutions unique to a customer
- self-management skills to:
  - comply with policies and procedures
  - seek learning and development opportunities.

### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety
- organisational procedures and standards for customer service relationships
- detailed product and service knowledge which may:
  - be of significant breadth so as to propose alternative products and services, or
  - of significant depth so as to propose variations within a limited product and service range.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• assisting customers to articulate their needs</li> <li>• documenting processes used and customer satisfaction with the products/services offered</li> <li>• assisting customers to address their needs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of products/services and promotional strategies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of documentation prioritising preferred actions</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations</li> <li>• assessment of written reports</li> <li>• evaluation of communication established with customers</li> <li>• review of customer interaction records.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Customers</b> may include:                                | <ul style="list-style-type: none"> <li>customers with routine or specific requests</li> <li>in person, computer-based and telephone customers</li> <li>internal and external customers</li> <li>people from a range of social, cultural or ethnic backgrounds</li> <li>people who may be unwell, drug affected or emotionally distressed</li> <li>people with varying physical and mental abilities</li> <li>regular and new customers.</li> </ul>                                                                                                                                                                                |
| <b>Rights and responsibilities of customers</b> may include: | <ul style="list-style-type: none"> <li>fulfilment of external obligations</li> <li>informed consent.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Effective regular communication</b> may include:          | <ul style="list-style-type: none"> <li>giving customers full attention</li> <li>handling sensitive and confidential issues</li> <li>maintaining eye-contact (for face-to-face interactions), except where eye-contact may be culturally inappropriate</li> <li>speaking clearly and concisely</li> <li>using active listening techniques</li> <li>using appropriate language and tone of voice</li> <li>using clearly written information/communication</li> <li>using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)</li> <li>using open and/or closed questions.</li> </ul> |
| <b>Products and services</b> may include:                    | <ul style="list-style-type: none"> <li>either products or services</li> <li>goods</li> <li>ideas</li> <li>infrastructure</li> <li>private or public sets of benefits.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Organisational procedures</b> may include:                | <ul style="list-style-type: none"> <li>procedural manuals</li> <li>quality systems, standards and guidelines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## **Unit Sector(s)**

Stakeholder Relations – Customer Service

## **Custom Content Section**

Not applicable.

## BSBDIV301A Work effectively with diversity

### Modification History

| Release   | Comments                                                                                                                                                                                                                            |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | <p>New release of this unit with <i>BSB07 Business Services Training Package version 8.0</i>.</p> <ul style="list-style-type: none"><li>• Deletion of bullet point in 'Context of and specific resources for assessment'.</li></ul> |
| Release 1 | Initial release.                                                                                                                                                                                                                    |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.

### Application of the Unit

This unit applies to individuals who work in a variety of contexts, where they will be expected to interact with a diverse client and/or co worker population.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Recognise individual differences and respond appropriately | <p>1.1 Recognise and respect <b><i>individual differences</i></b> in <b><i>colleagues</i></b>, clients and customers</p> <p>1.2 Respond to differences sensitively</p> <p>1.3 Ensure behaviour is consistent with <b><i>legislative requirements</i></b> and <b><i>enterprise guidelines</i></b></p> <p>1.4 Accommodate diversity using appropriate verbal and non-verbal communication</p>        |
| 2. Work effectively with individual differences               | <p>2.1 Recognise and document knowledge, skills and experience of others in relation to team objectives</p> <p>2.2 Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes</p> <p>2.3 Ensure relations with customers and clients demonstrate that diversity is valued by the business</p> |

## Required Skills and Knowledge

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

### Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- problem-solving and initiative skills to recognise and address own responses to difference.

## Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
- major groups in the community and work environment, as defined by cultural, religious and other traditions and practices
- reasonable adjustments that facilitate participation by people with a disability
- value of diversity to the economy and society in terms of workforce development, Australia's place in the global economy, innovation and social justice.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                    |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• adjusting language and behaviour as required by interactions with diversity</li> <li>• awareness of diversity issues</li> <li>• knowledge of relevant legislation.</li> </ul>              |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• examples of diversity issues in the workplace</li> <li>• examples of documents relating to diversity policies and procedures.</li> </ul> |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p>                                                                                                                                |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• oral or written questioning to assess knowledge of sourcing support about workplace diversity</li> <li>• review of documentation outlining the knowledge, skills and experience of others in relation to team objectives.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• workplace effectiveness units.</li> </ul>                                                                                                                                                                                                                                                                                    |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Individual differences</i></b> may include: | <ul style="list-style-type: none"> <li>• ability</li> <li>• age</li> <li>• belief systems/values</li> <li>• culture</li> <li>• expertise/experience/working styles</li> <li>• gender</li> <li>• interests</li> <li>• interpersonal style</li> <li>• language</li> <li>• mental ability</li> <li>• past experiences</li> <li>• physical characteristics</li> <li>• politics</li> <li>• race</li> <li>• religion</li> <li>• sexual orientation</li> </ul> |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                              |                                                                                                                                                                                                           |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <li>• thinking and learning styles.</li> </ul>                                                                                                                         |
| <b>Colleagues</b> may include:               | <ul style="list-style-type: none"> <li>• internal customers</li> <li>• junior staff</li> <li>• managers and supervisors</li> <li>• peers</li> <li>• stakeholders.</li> </ul>                              |
| <b>Legislative requirements</b> may include: | <ul style="list-style-type: none"> <li>• disability discrimination legislation</li> <li>• human rights and equal opportunity legislation</li> <li>• racial and sex discrimination legislation.</li> </ul> |
| <b>Enterprise guidelines</b> may include:    | <ul style="list-style-type: none"> <li>• codes of conduct or ethics</li> <li>• diversity policies</li> <li>• human resources policies and procedures.</li> </ul>                                          |

## Unit Sector(s)

Not applicable

## Competency field

Workforce Development – Diversity

## Co-requisite units

Not applicable

## BSBFIA301A Maintain financial records

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of financial records to provide technical advice and support to a team.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Maintain daily financial records | <p>1.1. Correctly maintain daily financial records and in accordance with <b><i>organisational requirements</i></b> for accounting purposes</p> <p>1.2. Identify and rectify or refer <b><i>discrepancies</i></b> or errors in <b><i>documentation</i></b> or transactions to <b><i>designated persons</i></b> in accordance with organisational requirements</p> <p>1.3. Accurately credit and debit transactions and promptly enter into <b><i>journals</i></b> in accordance with organisational requirements</p> |
| 2. Maintain general ledger          | <p>2.1. Maintain general ledger in accordance with organisational requirements</p> <p>2.2. Post <b><i>transactions</i></b> into general ledger in accordance with organisational reporting requirements</p> <p>2.3. <b><i>Reconcile systems for accounts payable and receivable</i></b> with general ledger</p> <p>2.4. Accurately prepare trial balance from general ledger in accordance with organisational requirements</p>                                                                                      |
| 3. Monitor cash control             | <p>3.1. Ensure cash flow is accurately accounted for in accordance with organisational requirements</p> <p>3.2. Make and receive <b><i>payments</i></b> in accordance with</p>                                                                                                                                                                                                                                                                                                                                       |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                   |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>organisational requirements</p> <p>3.3. Collect or follow-up outstanding accounts within designated time lines</p> <p>3.4. Check payment documentation for accuracy of information and despatch to creditors within <i>designated time line</i></p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills to identify financial information; to read and understand the organisation's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information
- communication skills to clarify information and to refer errors or discrepancies to appropriate people
- numeracy skills to read and interpret financial data and to prepare cash analysis sheets
- problem-solving skills to reconcile figures.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- organisational policies and procedures relating to maintaining financial records
- definition of credits/creditors and debits/debtors
- principles of double entry bookkeeping and accrual accounting
- methods of presenting financial data.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>identifying and responding to discrepancies and errors</li> <li>transferring and recording financial data accurately</li> <li>reconciling expenditures and revenue</li> <li>knowledge of organisational policies and procedures relating to maintaining financial records.</li> </ul>                                                                                                                                                                                                                                                                                                                                           |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to an actual workplace or simulated environment</li> <li>access to office equipment and resources</li> <li>examples of source documents relating to financial record keeping.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>review of identification and rectification or referral of discrepancies or errors in documentation or transactions</li> <li>analysis of responses to case studies and scenarios</li> <li>demonstration of techniques</li> <li>oral or written questioning to assess knowledge of financial record keeping</li> <li>examples of financial documentation.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>general administration units</li> <li>other financial administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Organisational requirements</i></b> may include: | <ul style="list-style-type: none"> <li>designated time lines</li> <li>guidelines for reconciling journals</li> <li>legal and organisational policies, guidelines and requirements</li> <li>OHS policies, procedures and programs</li> <li>procedures for totalling adjusted journals</li> <li>quality assurance and/or procedures manuals</li> <li>resolution procedures</li> <li>security procedures</li> </ul> |
| <b><i>Discrepancies</i></b> may relate to:             | <ul style="list-style-type: none"> <li>bank charges</li> <li>dishonoured cheques</li> <li>errors in transposing between source documents and journals</li> <li>interest</li> </ul>                                                                                                                                                                                                                               |
| <b><i>Documentation</i></b> may include:               | <ul style="list-style-type: none"> <li>purchase credit notes</li> <li>purchase invoices</li> <li>sales credit notes</li> <li>sales invoices</li> </ul>                                                                                                                                                                                                                                                           |
| <b><i>Designated persons</i></b> may include:          | <ul style="list-style-type: none"> <li>bank</li> <li>line management</li> <li>organisation's authorisations department</li> <li>statutory body</li> <li>supervisor</li> </ul>                                                                                                                                                                                                                                    |
| <b><i>Journals</i></b> may include:                    | <ul style="list-style-type: none"> <li>cash payments</li> <li>cash receipts</li> <li>purchases and purchase returns</li> <li>sales and sales returns</li> </ul>                                                                                                                                                                                                                                                  |
| <b><i>Transactions</i></b> may include:                | <ul style="list-style-type: none"> <li>commencing business entries</li> <li>correction of posting errors</li> <li>interest expense</li> </ul>                                                                                                                                                                                                                                                                    |

| <b>RANGE STATEMENT</b>                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    | <ul style="list-style-type: none"> <li>• interest receivable</li> <li>• non-cash transactions (e.g. writing-off depreciation, stock losses)</li> <li>• purchase of a fixed asset on credit</li> <li>• sale of a fixed asset on credit</li> <li>• withdrawal of stock/assets by owner</li> <li>• write-off a bad debt</li> </ul>                                                                                                                                                                                                                                                                                                  |
| <b><i>Reconciling systems for accounts payable and receivable</i></b> may include: | <ul style="list-style-type: none"> <li>• checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal)</li> <li>• checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal)</li> <li>• checking cash payments and receipt journals against bank statement</li> <li>• checking the total of the creditor's schedule equals the balance of the creditor's control account</li> <li>• checking the total of the debtor's schedule equals the balance of the debtor's control account</li> </ul> |
| <b><i>Payments</i></b> may include:                                                | <ul style="list-style-type: none"> <li>• cash</li> <li>• cheque</li> <li>• credit card</li> <li>• direct debit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Designated time lines</i></b> may include:                                   | <ul style="list-style-type: none"> <li>• by month end</li> <li>• monthly</li> <li>• within agreed period</li> <li>• within organisational deadline</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                  |                                    |
|------------------|------------------------------------|
| Competency field | Finance - Financial Administration |
|------------------|------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBFIA402A Report on financial activity

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                            |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Compile financial information and data | <p>1.1. Collect, evaluate and code current <b><i>financial data</i></b> to ensure consistency, quality and accuracy in accordance with <b><i>organisational requirements</i></b></p> <p>1.2. Use <b><i>conversion and consolidation procedures</i></b> to compile analysis in accordance with organisational requirements</p> <p>1.3. Make, record and disclose asset and liability valuations in accordance with organisational requirements</p> <p>1.4. Ensure that <b><i>discrepancies</i></b>, unusual features or queries are identified, resolved or referred to the appropriate authority</p>                                  |
| 2. Prepare statutory requirement reports  | <p>2.1. Correctly record income and expenditure to ensure compliance with <b><i>statutory requirements</i></b></p> <p>2.2. Calculate liabilities for tax in accordance with current legislation and <b><i>revenue gathering practices</i></b></p> <p>2.3. Correctly identify relevant receipts, <b><i>revenue documentation</i></b> and payments</p> <p>2.4. Ensure that statements and claims take full advantage of <b><i>available benefits and allowances</i></b> in accordance with statutory requirements</p> <p>2.5. Submit statutory requirement reports to appropriate authorities within <b><i>stated deadlines</i></b></p> |



| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Provide financial business recommendations | <p>3.1. Ensure that <b>recommendations</b> are logically derived and supported by <b>evidence</b> in report</p> <p>3.2. Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services</p> <p>3.3. Ensure recommendations are concise and facilitate direction and control of organisation's operations</p> <p>3.4. Identify and prioritise <b>significant issues</b> in statements including comparative financial performances for review and decision making</p> <p>3.5. Ensure structure and <b>format of reports</b> are clear and conform to organisational and statutory requirements</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports
- problem-solving skills to deal with a defined range of predictable problems
- decision making skills to make routine decisions
- numeracy skills to calculate data and to reconcile figures.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- principles of double entry bookkeeping and accrual accounting
- techniques for forecasting and analysis
- Federal government taxes and charges

**REQUIRED SKILLS AND KNOWLEDGE**

- options, methods and practices for deductions, benefits and depreciations.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- organising financial data to highlight relevant features
- presenting financial data in comprehensive format
- completing Business Activity Statements
- knowledge of relevant legislation.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of financial data, reports and documents.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of income and expenditure records
- analysis of responses to case studies and scenarios
- demonstration of techniques
- review of tax liabilities calculations
- oral or written questioning to assess knowledge of principles of double entry bookkeeping and accrual accounting
- assessment of recommendations provided proposing constructive actions to enhance the effectiveness and efficacy of functions and services.

**EVIDENCE GUIDE****Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- general administration units
- other financial administration units.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Financial data*** may include:

- Australian Bureau of Statistics (ABS) economic data
- budget variances
- budgets and forecasts
- cash flow/profit reports
- financial markets monitoring services (e.g. Reuters)
- financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements)
- market valuations

***Organisational requirements*** may include:

- financial analysis assessments
- financial management manuals
- legal and organisational policies, guidelines and requirements
- OHS policies, procedures and programs
- price and exchange parameters
- quality assurance and/or procedures manuals
- recording and filing systems
- reporting requirements
- standard financial analysis techniques

***Conversion and consolidation procedures*** may include:

- moving averages
- spreadsheets

| <b>RANGE STATEMENT</b>                                |                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <ul style="list-style-type: none"> <li>• standardised variables</li> <li>• trend analysis</li> <li>• unit costs</li> </ul>                                                                                                                                                                                                                  |
| <b>Discrepancies</b> may include:                     | <ul style="list-style-type: none"> <li>• absence of auditable trail</li> <li>• expenditure report mismatches</li> <li>• inappropriate authorisations</li> <li>• incorrect payments</li> <li>• incorrect report formats</li> <li>• unreconciled cash flows and operating statements</li> <li>• variances from budget and phasings</li> </ul> |
| <b>Statutory requirements</b> may include:            | <ul style="list-style-type: none"> <li>• delegated authorities</li> <li>• internal control procedures</li> <li>• reporting periods</li> <li>• taxation payment timings</li> </ul>                                                                                                                                                           |
| <b>Revenue gathering practices</b> may include:       | <ul style="list-style-type: none"> <li>• billing schedules</li> <li>• fees and charges</li> <li>• investments</li> <li>• leasing</li> <li>• lending and financing</li> <li>• sales</li> </ul>                                                                                                                                               |
| <b>Revenue documentation</b> may include:             | <ul style="list-style-type: none"> <li>• bills</li> <li>• cash received</li> <li>• debit notes</li> <li>• declarations</li> <li>• invoices</li> <li>• sales proceeds</li> </ul>                                                                                                                                                             |
| <b>Available benefits and allowances</b> may include: | <ul style="list-style-type: none"> <li>• depreciation</li> <li>• donations</li> <li>• interest payments</li> <li>• sales tax deductions</li> </ul>                                                                                                                                                                                          |
| <b>Stated deadlines</b> may include:                  | <ul style="list-style-type: none"> <li>• annual reports</li> <li>• lodgement dates</li> <li>• monthly returns</li> <li>• payment schedules</li> </ul>                                                                                                                                                                                       |
| <b>Recommendations</b> may include:                   | <ul style="list-style-type: none"> <li>• cash flow</li> <li>• consolidation</li> <li>• expenses</li> <li>• loss</li> </ul>                                                                                                                                                                                                                  |

| <b>RANGE STATEMENT</b>                 |                                                                                                                                                                                                                                                     |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <ul style="list-style-type: none"> <li>• profit</li> <li>• write-offs</li> </ul>                                                                                                                                                                    |
| <b>Evidence</b> may include:           | <ul style="list-style-type: none"> <li>• budgetary analysis</li> <li>• forecasts and estimates</li> <li>• order and supplier documentation</li> <li>• returns on investments</li> <li>• taxation and statutory returns</li> </ul>                   |
| <b>Significant issues</b> may include: | <ul style="list-style-type: none"> <li>• cost structures</li> <li>• internal controls</li> <li>• losses and returns</li> <li>• profitability</li> <li>• statutory obligations</li> <li>• suppliers</li> </ul>                                       |
| <b>Format of reports</b> may include:  | <ul style="list-style-type: none"> <li>• balance sheets</li> <li>• cash flow statements</li> <li>• electronic forms</li> <li>• financial year reports</li> <li>• operating statements</li> <li>• spreadsheets</li> <li>• statutory forms</li> </ul> |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                    |
|-------------------------|------------------------------------|
| <b>Competency field</b> | Finance - Financial Administration |
|-------------------------|------------------------------------|

## Co-requisite units

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBFIM501A Manage budgets and financial plans

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s.</p> <p>The unit applies to managers working in small and large business environments and not for profit organisations.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan financial management approaches      | 1.1. Access <b><i>budget/financial plans</i></b> for the work team<br>1.2. Clarify budget/financial plans with <b><i>relevant personnel</i></b> within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible<br>1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation<br>1.4. Prepare <b><i>contingency plans</i></b> in the event that initial plans need to be varied |
| 2. Implement financial management approaches | 2.1. Disseminate relevant details of the agreed budget/financial plans to team members<br>2.2. Provide <b><i>support</i></b> to ensure that team members can competently perform <b><i>required roles</i></b> associated with the management of finances<br>2.3. Determine and access <b><i>resources and systems</i></b> to manage financial management processes within the                                                                                                        |



| ELEMENT                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | work team                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3. Monitor and control finances                       | <p>3.1. Implement <b>processes</b> to monitor actual expenditure and to control costs across the work team</p> <p>3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns</p> <p>3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives</p> <p>3.4. <b>Report</b> on budget and expenditure in accordance with organisational protocols</p>                                   |
| 4. Review and evaluate financial management processes | <p>4.1. Collect and collate for analysis, <b>data and information on the effectiveness of financial management processes</b> within the work team</p> <p>4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes</p> <p>4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- numeracy skills to read and understand a budget and to update a budget
- technology skills to use software associated with financial record keeping.

#### Required knowledge

- basic accounting principles
- organisational requirements related to financial management
- relevant legislation and current requirements of the Australian Taxation Office, including GST
- requirements for organisational record keeping and auditing
- principles and techniques involved in:
  - budgeting

**REQUIRED SKILLS AND KNOWLEDGE**

- cash flows
- electronic spreadsheets
- GST
- ledgers and financial statements
- profit and loss statements.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements
- knowledge of the record keeping requirements for the ATO and for auditing purposes.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation
- demonstration of techniques using financial record keeping software
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing

**EVIDENCE GUIDE**

|                                            |                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• review of contingency plans</li> <li>• review of identification of cost variations and expenditure overruns</li> <li>• evaluation of documentation reporting on budget and expenditure</li> <li>• review of documentation identifying and recommending improvements to financial management processes.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Diploma of Management.</li> </ul>                                                                                                                           |

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                   |                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Budget/financial plans</i></b> may include: | <ul style="list-style-type: none"> <li>• cash flow projections</li> <li>• long-term budgets/plans</li> <li>• operational plans</li> <li>• short-term budgets/plans</li> <li>• spreadsheet-based financial projections</li> <li>• targets or key performance indicators for production, productivity, wastage, sales, income and expenditure</li> </ul> |
| <b><i>Relevant personnel</i></b> may include:     | <ul style="list-style-type: none"> <li>• financial managers, accountants or financial controllers</li> <li>• supervisors, other frontline managers</li> </ul>                                                                                                                                                                                          |
| <b><i>Contingency plans</i></b> may include:      | <ul style="list-style-type: none"> <li>• contracting out or outsourcing human resources and other functions or tasks</li> <li>• diversification of outcomes</li> <li>• finding cheaper or lower quality raw materials and consumables</li> </ul>                                                                                                       |

| <b>RANGE STATEMENT</b>                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                   | <ul style="list-style-type: none"> <li>• increasing sales or production</li> <li>• recycling and re-using</li> <li>• rental, hire purchase or alternative means of procurement of required materials, equipment and stock</li> <li>• restructuring of organisation to reduce labour costs</li> <li>• risk identification, assessment and management processes</li> <li>• seeking further funding</li> <li>• strategies for reducing costs, wastage, stock or consumables</li> <li>• succession planning</li> </ul> |
| <b>Support</b> may include:                                                                       | <ul style="list-style-type: none"> <li>• access to specialist advice</li> <li>• documentation of procedures</li> <li>• help desk or identified experts within the organisation</li> <li>• information briefings or sessions</li> <li>• intranet-based information</li> <li>• training including mentoring, coaching and shadowing</li> </ul>                                                                                                                                                                       |
| <b>Required roles</b> may include:                                                                | <ul style="list-style-type: none"> <li>• arranging for use of corporate credit cards</li> <li>• banking</li> <li>• debt collection</li> <li>• ensuring security, accuracy and currency of financial operations</li> <li>• invoicing clients, customers and consumers</li> <li>• maintaining journals, ledgers and other record keeping systems</li> <li>• maintaining petty cash system</li> <li>• purchasing and procurement</li> <li>• wages and salaries payments and record keeping</li> </ul>                 |
| <b>Resources and systems</b> may include:                                                         | <ul style="list-style-type: none"> <li>• hardware and software</li> <li>• human, physical or financial resources</li> <li>• record keeping systems (electronic and paper-based)</li> <li>• specialist advice or support</li> </ul>                                                                                                                                                                                                                                                                                 |
| <b>Processes</b> to monitor actual expenditure and to control costs across the work team include: | <ul style="list-style-type: none"> <li>• reporting of: <ul style="list-style-type: none"> <li>• assets</li> <li>• consumables</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                               |

| RANGE STATEMENT                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                 | <ul style="list-style-type: none"> <li>• equipment</li> <li>• expenditure</li> <li>• income</li> <li>• stock</li> <li>• wastage</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| <b>Reporting</b> may include data from:                                                                                                         | <ul style="list-style-type: none"> <li>• bank statements</li> <li>• credit card statements</li> <li>• financial reports</li> <li>• invoices and receipts</li> <li>• ledgers and journals</li> <li>• logs</li> <li>• petty cash records</li> <li>• spreadsheet-based records</li> </ul>                                                                                                                                                                                    |
| <b>Data and information on the effectiveness of financial management processes</b> may include records (paper-based and electronic) related to: | <ul style="list-style-type: none"> <li>• bank account records</li> <li>• cash flow data</li> <li>• contracts</li> <li>• credit card receipts</li> <li>• employee timesheets</li> <li>• files of paid purchase and service invoices</li> <li>• income and expenditure</li> <li>• insurance reports</li> <li>• invoices</li> <li>• job costings</li> <li>• petty cash receipts</li> <li>• quotations</li> <li>• taxation records</li> <li>• wages/salaries books</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Management and Leadership - Management |
|------------------|----------------------------------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

# **BSBHRM505A Manage remuneration and employee benefits**

## **Modification History**

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to implement an organisations remuneration and benefit plans. It incorporates all functions associated with remuneration including packaging, salary benchmarking, market rates reviews, bonuses and the legislative aspects of remuneration and employee benefits.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit describes the performance outcomes, skills and knowledge required to implement an organisations remuneration and benefit plans. It incorporates all functions associated with remuneration including packaging, salary benchmarking, market rates reviews, bonuses and the legislative aspects of remuneration and employee benefits.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Application of the Unit**

This unit applies to human resources managers who have responsibility for overseeing the organisations remuneration process.

This unit applies to human resources managers who have responsibility for overseeing the organisations remuneration process.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

### **Employability Skills Information**

This unit contains employability skills.

This unit contains employability skills.

### **Elements and Performance Criteria Pre-Content**

Elements describe the essential outcomes of a unit of competency.

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

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                        | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Develop organisation's remuneration strategy | <p>1.1 Analyse strategic and operational plans to determine the scope of <b>remuneration and benefits plans</b></p> <p>1.2 Undertake research on current practice, recent developments and legislative parameters for the remuneration strategy</p> <p>1.3 Develop options for consideration by relevant managers</p> <p>1.4 Present options showing the link to organisational strategic objectives</p> <p>1.5 Ensure remuneration policies and incentive plans are agreed and documented</p>                       |
| 2 Implement remuneration strategy              | <p>2.1 Research occupational groups to determine those which are industrial agreement based</p> <p>2.2 Access/undertake <b>market rates surveys</b> regularly to ensure the organisation's required level of competitiveness for particular occupational groups is maintained</p> <p>2.3 Align remuneration and benefits plans with performance management system</p> <p>2.4 Ensure that employees receive at least their minimum entitlements in accordance with organisational policies and legal requirements</p> |



- 2.5 Ensure **salary packages** comply with organisational policies and legal requirements including fringe benefits tax (FBT) and superannuation
  - 2.6 Ensure **incentive arrangements**, if included, comply with the organisation's remuneration strategy
- 3 Review and update remuneration strategy
  - 3.1 Consult managers and employees about the effectiveness of the remuneration strategy
  - 3.2 Amend strategy and plans as necessary to meet organisational policies and legal requirements

## Required Skills and Knowledge

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

### Required skills

interpersonal skills and ethics to communicate sensitively about remuneration and to observe confidentiality

mathematical and technology skills to calculate costs to the organisation, to graph salary costs and to link salaries to budgets

research skills to determine appropriate models of remuneration and benefits for particular occupational groups and individuals.

### Required knowledge

leasing arrangements including novated leases

models for bonus/incentive schemes including gain sharing/profit sharing

relevant legislation

remuneration principles/models and strategies

requirements of Australian Tax Office in relation to income tax, superannuation reporting, FBT and bonus payments.

award structures for industrial agreements.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- compliance with all of the legal aspects of managing remuneration and benefits
- demonstrated capacity to research and apply remuneration strategies to different occupational groups and circumstances
- application of awards and agreements to structure remuneration processes
- knowledge of the requirements of the Australian Tax Office in relation to income tax, superannuation reporting, FBT and bonus payments.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- assessment of written reports on remuneration models and approaches
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of research undertaken on current practice, recent developments and legislative parameters for the remuneration strategy
- review of remuneration options developed for consideration by relevant managers
- oral or written questioning to assess knowledge of legislation and the taxation

system.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

other units from the Diploma of Human Resources Management.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Remuneration and benefits** may include:

- allowances
- annual leave
- bonuses/incentives
- competency-based progression
- employee share plans
- ex gratia payments
- expense reimbursement
- family/carer's leave
- fringe benefits
- leave without pay
- long service leave
- motor vehicle
- salaries and wages
- share options
- sick leave
- special leave
- study leave
- superannuation

|                                            |                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Market rates surveys</b> may include:   | data from remuneration specialists<br>general community surveys<br>industry salary benchmarking<br>surveys conducted by the organisation                                                                                                                                          |
| <b>Salary packages</b> refers to:          | payment arrangement where the total remuneration and benefits payable to an employee are calculated as total cost of employment (i.e. salary, allowances, motor vehicle, superannuation and fringe benefits)<br>it does not include payroll tax or workers compensation insurance |
| <b>Incentive arrangements</b> may include: | commission<br>bonuses<br>share plans<br>share options<br>gain sharing<br>profit sharing                                                                                                                                                                                           |

## Unit Sector(s)

empty

empt

## Competency field

Workforce Development - Human Resource Management

Workforce Development - Human Resource Management

## BSBHRM506A Manage recruitment selection and induction processes

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection and induction processes in accordance with organisational policies and procedures.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to human resources managers or human resources personnel who take responsibility for managing all aspects of selecting new staff and orientating those staff to their new positions. It is not assumed that the manager will be directly involved in the selection processes themselves, although this may well be the case.</p> <p>In small organisations this role may belong to someone who is not a dedicated human resources professional; the unit however will still be applicable.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop recruitment, selection and induction policies and procedures | 1.1. Analyse strategic and operational plans and policies to identify relevant policies and objectives<br>1.2. Develop <b><i>recruitment, selection and induction policies and procedures</i></b> and supporting documents<br>1.3. Review options for technology to improve the efficiency and effectiveness of the recruitment and selection process<br>1.4. Obtain support for policies and procedures from senior managers<br>1.5. Trial forms and documents that support policies and procedures and make necessary adjustments<br>1.6. Communicate policies and procedures to relevant staff and provide training if required |
| 2. Recruit and select staff                                             | 2.1. Determine future human resources needs in collaboration with <b><i>relevant managers and sections</i></b><br>2.2. Ensure current position descriptors and person specifications for vacancies are used by managers                                                                                                                                                                                                                                                                                                                                                                                                            |

| ELEMENT                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <p>and others involved in the recruitment, selection and induction processes</p> <p>2.3. Provide access to training and other forms of support to all persons involved in the recruitment and selection process</p> <p>2.4. Ensure that <b>advertising</b> of vacant positions complies with organisational policy and legal requirements</p> <p>2.5. Utilise <b>specialists</b> where necessary</p> <p>2.6. Ensure that <b>selection procedures</b> are in accordance with organisational policy and legal requirements</p> <p>2.7. Ensure that processes for advising applicants of selection outcome are followed</p> <p>2.8. Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions</p> |
| 3. Manage staff induction | <p>3.1. Provide access to training and ongoing support for all persons engaged in staff induction</p> <p>3.2. Check that induction processes are followed across the organisation</p> <p>3.3. Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated</p> <p>3.4. Obtain feedback from participants and relevant managers on the extent to which the induction process is meeting its objectives</p> <p>3.5. Make refinements to induction policies and procedures</p>                                                                                                                                                                                                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to liaise across the organisation and to ensure that policies and procedures are well supported
- leadership skills to engage others and to ensure that good processes are followed and supported

**REQUIRED SKILLS AND KNOWLEDGE**

- literacy skills to document clear policies and procedures and to develop proformas to support recruitment, selection and induction.

**Required knowledge**

- concept of outsourcing
- diversity, equal employment opportunity and anti-discrimination principles and associated legislation
- employee contracts
- industrial relations
- recruitment and selection methods, including assessment centres
- relevant legislation on equal opportunity, industrial relations and anti-discrimination
- relevant terms and conditions of employment
- understanding of psychometric and skills testing programs
- workplace relations regulations, workplace relations legislation and other relevant legislation.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- development of a policy and procedures framework for recruitment, selection and induction OR critical analysis of an existing policy and procedures framework for recruitment, selection and induction
- knowledge of relevant legislation.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- assessment of written reports on recruitment,



| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>selection and induction processes</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of training and other forms of support provided to all persons involved in the recruitment and selection process</li> <li>• evaluation of trialling of forms and documents that support policies and procedures</li> <li>• review of documentation outlining feedback obtained from participants and relevant managers on the extent to which the induction process is meeting its objectives</li> <li>• oral or written questioning to assess knowledge of relevant legislation and selection processes.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units form the Diploma of Human Resource Management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b><i>Recruitment, selection and induction policies and procedures</i></b> may address:</p>                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• application processing</li> <li>• competency profiling</li> <li>• documentation and use of standard forms</li> <li>• equal opportunity, anti-discrimination and diversity principles</li> <li>• interviewing methodologies</li> <li>• job analysis</li> <li>• job classifications, assessment centres</li> <li>• job description</li> </ul> |

| RANGE STATEMENT                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <ul style="list-style-type: none"> <li>• job evaluation</li> <li>• privacy and confidentiality</li> <li>• probationary periods</li> <li>• psychometric assessment</li> <li>• recruitment advertising</li> <li>• reference checks</li> <li>• selection panels and their composition</li> <li>• the application of commercial software packages to improve efficiency in recruitment and selection processes</li> <li>• training for new staff</li> <li>• use of external agencies</li> </ul> |
| <b>Relevant managers and sections</b> includes: | <ul style="list-style-type: none"> <li>• those who have a role in the recruitment selection or induction processes</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Advertising</b> may occur through:           | <ul style="list-style-type: none"> <li>• internal channels</li> <li>• internet</li> <li>• newspapers</li> <li>• radio</li> <li>• recruitment agencies or specialists</li> <li>• television</li> </ul>                                                                                                                                                                                                                                                                                       |
| <b>Specialists</b> may include:                 | <ul style="list-style-type: none"> <li>• recruitment agencies</li> <li>• remuneration specialists</li> <li>• staff who run security checks</li> <li>• vocational psychologists</li> </ul>                                                                                                                                                                                                                                                                                                   |
| <b>Selection procedures</b> may include:        | <ul style="list-style-type: none"> <li>• aptitude test or IQ tests</li> <li>• behaviour in leaderless groups</li> <li>• demonstration of techniques or technical skills</li> <li>• interviews, including structured interviews, behavioural interviews or other interviewing methodologies</li> <li>• peer assessments</li> <li>• personality testing</li> <li>• psychometric testing</li> <li>• referee reports</li> <li>• use of an assessment centre</li> <li>• work samples</li> </ul>  |

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                   |
|-------------------------|---------------------------------------------------|
| <b>Competency field</b> | Workforce Development - Human Resource Management |
|-------------------------|---------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBINM201A Process and maintain workplace information

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collect information           | 1.1. Collect <b>information</b> in a timely manner and ensure that it is relevant to organisational needs<br>1.2. Use <b>business equipment/technology</b> available in the work area to effectively obtain information<br>1.3. Apply <b>organisational requirements</b> relating to security and confidentiality in handling information                                                                             |
| 2. Process workplace information | 2.1. Use business equipment/technology to process information in accordance with organisational requirements<br>2.2. Process information in accordance with defined timeframes, guidelines and procedures<br>2.3. Update, modify and file information in accordance with organisational requirements<br>2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements |
| 3. Maintain information systems  | 3.1. Maintain information and filing systems in accordance with organisational requirements<br>3.2. Identify, <b>remove</b> and/or <b>relocate inactive or dead files</b> in accordance with organisational requirements<br>3.3. Establish and assemble new files in accordance with organisational requirements<br>3.4. Update reference and index systems in accordance with organisational requirements            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills to read and understand organisation's recordkeeping and information systems(including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content
- numeracy skills to sequence and index files
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate to maintaining workplace information.

#### Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
- organisational policies and procedures relating to collecting and processing workplace information
- organisational recordkeeping/filing systems and security procedures
- organisation's business and structure
- range of filing systems including paper-based and software-based.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• applying organisational policies and procedures for collecting and processing workplace information</li> <li>• accuracy in recording and documenting information</li> <li>• correctly storing, classifying and maintaining documents and records.</li> </ul>                                                                                                                                                                                                                                                                                          |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of workplace information systems.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of maintenance of information and filing systems</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of the management of information in the workplace.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• general administration units</li> <li>• other information management units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and</p> |

| <b>RANGE STATEMENT</b>                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| regional contexts) may also be included.              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Information</b> may include:                       | <ul style="list-style-type: none"> <li>• computer databases (library catalogue, customer records)</li> <li>• computer files (letters, memos and other documents)</li> <li>• correspondence (faxes, memos, letters, email)</li> <li>• forms (insurance forms, membership forms)</li> <li>• invoices (from suppliers, to debtors)</li> <li>• minutes of meetings</li> <li>• personnel records (personal details, salary rates)</li> <li>• sales records (monthly forecasts, targets achieved)</li> </ul> |
| <b>Business equipment/technology</b> may include:     | <ul style="list-style-type: none"> <li>• answering machine</li> <li>• binder</li> <li>• computer</li> <li>• fax machine</li> <li>• filing systems (manual/computerised/electronic)</li> <li>• photocopier</li> <li>• printer</li> <li>• telephone</li> </ul>                                                                                                                                                                                                                                           |
| <b>Organisational requirements</b> may include:       | <ul style="list-style-type: none"> <li>• despatching and collecting procedures</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• procedures for deciding which records should be captured and filed</li> <li>• procedures for updating records</li> <li>• security procedures</li> </ul>                                                                                                                           |
| <b>Removing inactive or dead files</b> may include:   | <ul style="list-style-type: none"> <li>• compressing computer files prior to archiving</li> <li>• periodically archiving or deleting files</li> <li>• transferring files at regular intervals or routinely checking for dead or inactive files</li> <li>• transferring records from the active filing system to secondary storage</li> </ul>                                                                                                                                                           |
| <b>Relocating inactive or dead files</b> may include: | <ul style="list-style-type: none"> <li>• electronic (email, internet access, diskette, tape, CD-ROM)</li> <li>• microfilm</li> <li>• photographic material</li> </ul>                                                                                                                                                                                                                                                                                                                                  |



**RANGE STATEMENT**

- |  |                                                                    |
|--|--------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• printed material</li></ul> |
|--|--------------------------------------------------------------------|

**Unit Sector(s)**

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

**Competency field**

|                  |                                               |
|------------------|-----------------------------------------------|
| Competency field | Knowledge Management - Information Management |
|------------------|-----------------------------------------------|

**Co-requisite units**

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBINM301A Organise workplace information

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of information management to provide technical advice and support to a team.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collect and assess information | <p>1.1. Access product and service <b>information</b> in accordance with <b>organisational requirements</b></p> <p>1.2. Ensure <b>methods of collecting information</b> are reliable and make efficient use of available time and resources</p> <p>1.3. Assess information for clarity, accuracy, currency and relevance to intended tasks</p> <p>1.4. Use <b>interpersonal skills</b> to access relevant information from teams and individuals</p>                                                                                                                                                                                |
| 2. Organise information           | <p>2.1. Organise information in a <b>format</b> suitable for analysis, interpretation and dissemination in accordance with organisational requirements</p> <p>2.2. Use appropriate <b>technology/systems</b> to maintain information in accordance with organisational requirements</p> <p>2.3. Collate information and materials, and communicate to relevant <b>designated persons</b></p> <p>2.4. Identify difficulties organising and accessing information and solve collaboratively with individuals and team members</p> <p>2.5. Update and store information in accordance with organisational requirements and systems</p> |
| 3. Review information             | 3.1. Actively seek <b>feedback</b> on clarity, accuracy and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| needs   | <p>sufficiency of information to ensure relevance of information and system</p> <p>3.2. Review the contribution of information to decision making and implement appropriate modifications to collection processes</p> <p>3.3. Identify future information needs and incorporate in modifications to collection processes</p> <p>3.4. Document future information needs and incorporate in modifications to reporting processes</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- analytical skills to classify and report information
- literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to display information in a format suitable to the target audience.

#### Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- methods for checking validity of information and its sources
- organisational recordkeeping/filing systems, security procedures and safe recording practices
- policies and procedures relating to distribution of workplace information, and legal and ethical obligations.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• providing accurate information for defined purposes</li> <li>• systematic maintenance and handling of data and documents</li> <li>• using business technology to manage information</li> <li>• knowledge of relevant legislation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of information documents found in the workplace.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of organisational recordkeeping/filing systems</li> <li>• analysis of how information and materials were communicated to relevant people</li> <li>• review of documentation outlining future information needs.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBWRT301A Write simple documents</li> <li>• general administration units</li> <li>• other information management units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Information** may include:

- computer databases (e.g. library catalogue, customer records)
- computer files (e.g. letters, memos and other documents)
- correspondence (e.g. faxes, memos, letters, email)
- financial figures
- forms (e.g. insurance forms, membership forms)
- invoices (e.g. from suppliers, to debtors)
- personnel records (e.g. personal details, salary rates)
- production targets
- sales records (e.g. monthly forecasts, targets achieved)

**Organisational requirements** may include:

- code of conduct/code of ethics
- information protocols
- legal and organisational policies, guidelines and requirements
- management and accountability channels
- OHS policies, procedures and programs
- procedures for updating records
- quality assurance and/or procedures manuals
- security and confidentiality requirements

**Methods of collecting information** may include:

- checking research provided by others
- checking written material including referrals and client files
- classification tools
- individual research
- information from other organisations
- interviews with colleagues/customers

| <b>RANGE STATEMENT</b>                   |                                                                                                                                                                                                                                                                                     |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"> <li>• observation and listening</li> <li>• previous file records</li> <li>• questioning (in person or indirect)</li> <li>• recruitment applications and other forms</li> </ul>                                                                   |
| <b>Interpersonal skills</b> may include: | <ul style="list-style-type: none"> <li>• consultation methods, techniques and protocols</li> <li>• networking</li> <li>• seeking feedback from group members to confirm understanding</li> <li>• summarising and paraphrasing</li> <li>• using appropriate body language</li> </ul> |
| <b>Format</b> may include:               | <ul style="list-style-type: none"> <li>• adding headers and footers</li> <li>• incorporating graphics and pictures</li> <li>• inserting symbols</li> <li>• using legends</li> <li>• using a particular software application</li> <li>• using tables and charts</li> </ul>           |
| <b>Technology</b> may include:           | <ul style="list-style-type: none"> <li>• answering machine</li> <li>• computer</li> <li>• email</li> <li>• fax machine</li> <li>• internet/extranet/intranet</li> <li>• photocopier</li> <li>• shredder</li> <li>• telephone</li> </ul>                                             |
| <b>Systems</b> may include:              | <ul style="list-style-type: none"> <li>• information management systems</li> <li>• knowledge management systems</li> <li>• record management systems</li> </ul>                                                                                                                     |
| <b>Designated persons</b> may include:   | <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• committee</li> <li>• external agencies</li> <li>• line management</li> <li>• statutory bodies</li> <li>• supervisor</li> </ul>                                                                    |
| <b>Feedback</b> may include:             | <ul style="list-style-type: none"> <li>• audit documentation and reports</li> <li>• comments from clients and colleagues</li> <li>• customer satisfaction questionnaires</li> <li>• quality assurance data</li> <li>• returned goods</li> </ul>                                     |

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                               |
|-------------------------|-----------------------------------------------|
| <b>Competency field</b> | Knowledge Management - Information Management |
|-------------------------|-----------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



# BSBINM501A Manage an information or knowledge management system

## Modification History

Not applicable.

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                             |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.</p> <p>The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Organise learning to use information or knowledge management system | <ul style="list-style-type: none"><li>1.1. Identify learning needs of <b><i>relevant personnel</i></b> and <b><i>stakeholders</i></b> for input into, and use of, <b><i>an information or knowledge management system</i></b></li><li>1.2. Identify and secure human, financial and physical resources required for <b><i>learning activities</i></b> to use an information or knowledge management system</li><li>1.3. Organise and facilitate learning activities</li><li>1.4. Promote and support use of the system throughout the organisation</li><li>1.5. Monitor and document effectiveness of learning activities</li></ul> |
| 2. Manage use of information or knowledge management system            | <ul style="list-style-type: none"><li>2.1. Ensure implementation of <b><i>policies and procedures for the information or knowledge management system</i></b> are monitored for compliance, effectiveness and efficiency</li><li>2.2. Address implementation issues and problems as they arise</li></ul>                                                                                                                                                                                                                                                                                                                             |

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | 2.3. Monitor integration and alignment with data and information systems<br>2.4. Collect information on achievement of <b>performance measures</b><br>2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required                    |
| 3. Review use of information or knowledge management system | 3.1. Analyse effectiveness of system and report on strengths and limitations of the system<br>3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes<br>3.3. Make recommendations for improvement to system, policy or work practices |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

#### Required knowledge

- legislation, codes of practice and national standards, for example:
  - privacy and confidentiality legislation
  - freedom of information legislation
  - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
  - records management
  - information management
  - customer service
  - commercial confidentiality
- organisational operations, and existing data and information systems.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context</li> <li>knowledge of relevant legislation, codes of practice and national standards.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to system</li> <li>access to system user feedback.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>assessment of written reports reviewing and evaluating information or knowledge management systems</li> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>observation of presentations</li> <li>oral or written questioning to assess knowledge of relevant organisational policies and procedures</li> <li>review of identified learning needs personnel and stakeholders regarding the information or knowledge management system</li> <li>evaluation of monitoring and documentation about the effectiveness of learning activities</li> <li>analysis documentation reporting on the strengths and limitations of the system</li> <li>review of recommendations made for improvements to the system, policy or work practices.</li> </ul> |
| <b>Guidance information for</b>                                                                                                                                                                                        | Holistic assessment with other units relevant to the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**EVIDENCE GUIDE****assessment**

industry sector, workplace and job role is recommended, for example:

- other units from the Diploma of Management.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Relevant personnel*** include:

- managers, leaders, supervisors and coordinators
- owners
- staff, team members and colleagues

***Stakeholders*** include:

- clients and customers
- employee representatives
- funding bodies
- industry, professional and trade associations
- regulatory bodies and authorities
- sponsors
- tenderers, suppliers and contractors

***Information or knowledge management*** is defined as:

- equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation

***An information or knowledge management system:***

- comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders

***Learning activities*** include:

- coaching and mentoring programs
- help desks
- information sessions, briefings, workshops and training programs
- paper-based or electronic (including intranet)

| <b>RANGE STATEMENT</b>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                 | learning opportunities <ul style="list-style-type: none"> <li>• use of expert workers such as coaches and mentors to help other personnel use the system</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b><i>Policies and procedures for the information or knowledge management system</i></b> cover: | <ul style="list-style-type: none"> <li>• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures</li> <li>• content guidelines</li> <li>• ensuring accuracy and relevance of knowledge input into the system</li> <li>• mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability</li> <li>• permissions for input</li> <li>• removing out-of-date, inaccurate and content that is no longer relevant</li> <li>• selecting, maintaining and disposing of knowledge in the system</li> <li>• sharing knowledge in the system</li> </ul> |
| <b><i>Performance measures</i></b> include:                                                     | <ul style="list-style-type: none"> <li>• key performance indicators</li> <li>• other systems and measures to enable assessment of how, when, where and why outcomes are being achieved</li> <li>• performance objectives</li> <li>• performance standards (including codes of conduct)</li> <li>• qualitative or quantitative mechanisms to measure individual performance</li> </ul>                                                                                                                                                                                                                                                                                                   |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                        |
|-------------------------|----------------------------------------|
| <b>Competency field</b> | Management and Leadership - Management |
|-------------------------|----------------------------------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## BSBINN301A Promote innovation in a team environment

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies individuals who play a pro active role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader.</p> <p>The team may 'make itself' or be constructed by others. It may have core members and members who participate at certain times or for particular purposes. It may be permanent or temporary, or come together at different times to work on specific projects.</p> <p>The team could consist of a team of contractors/freelancers, permanent staff, clients and service providers, or any combination of these groups. It may operate within an organisation or across several organisations - or simply across a group of individuals.</p> <p>The key focus of the unit is on what makes for an innovative team, what keeps it working well, how the structure of work can make a difference and what skills and knowledge are needed to maximise opportunities for innovation. Where a greater focus on team leadership is required this unit should be combined with units such as BSBLED401A Develop teams and individuals.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                    |  |  |
|--------------------|--|--|
| Prerequisite units |  |  |
|                    |  |  |
|                    |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Create opportunities to maximise innovation within the team | <p>1.1. Evaluate and reflect on <b><i>what the team needs and wants to achieve</i></b></p> <p>1.2. Check out <b><i>information about current or potential team members' work</i></b> in the context of developing a more innovative team</p> <p>1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas</p> <p>1.4. Acknowledge, respect and discuss the <b><i>different ways that different people may contribute</i></b> to building or</p> |

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | enhancing the team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2. Organise and agree effective ways of working | 2.1. Jointly establish <b>ground rules</b> for how the team will operate<br>2.2. Agree and communicate responsibilities in ways that encourage and reinforce <b>team-based innovation</b><br>2.3. Agree and share tasks and activities to ensure the best use of skills and abilities within the team<br>2.4. Plan and schedule activities to allow time for thinking, challenging and collaboration<br>2.5. Establish personal reward and stimulation as an integral part of the team's way of working |
| 3. Support and guide colleagues                 | 3.1. Model <b>behaviour that supports innovation</b><br>3.2. Seek <b>external stimuli and ideas</b> to feed into team activities<br>3.3. Pro-actively share information, knowledge and experiences with other team members<br>3.4. Challenge and test ideas within the team in a positive and collaborative way<br>3.5. Pro-actively discuss and explore ideas with other team members on an ongoing basis                                                                                              |
| 4. Reflect on how the team is working           | 4.1. De-brief and reflect on activities and on opportunities for improvement and innovation<br>4.2. Gather and use feedback from within and outside the team to generate discussion and debate<br>4.3. Discuss the <b>challenges of being innovative</b> in a constructive and open way<br>4.4. Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues<br>4.5. Identify, promote and celebrate successes and examples of successful innovation |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

**REQUIRED SKILLS AND KNOWLEDGE**

- communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions
- creative thinking skills to generate, explore, test and challenge ideas
- learning skills to stretch boundaries of own knowledge and skills
- literacy skills to analyse a wide range of information from varied sources
- planning and organisational skills to participate in the effective allocation of work in a team context
- problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities
- self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation.

**Required knowledge**

- barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation
- broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation
- characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation
- different roles that people may play within a team, how this impacts on the way a team works and what it might achieve
- group dynamics in a team.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice
- collaborative and open communication within the team
- knowledge and understanding of the internal and external factors that contribute to a team becoming

| EVIDENCE GUIDE                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | and remaining innovative.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>demonstration of skills as part of a team.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>direct observation of team interactions</li> <li>evaluation of reports by the candidate or the team (could be oral or written) discussing the ideas, challenges and opportunities associated with teams, and how they can be more innovative</li> <li>evaluation of feedback from other people in the team about the candidate's communication approaches and abilities</li> <li>oral or written questioning to assess knowledge of the characteristics of innovative teams, innovation concepts more broadly and they ways in which innovation can be encouraged</li> <li>review of jointly established 'groundrules' for how the team will operate.</li> </ul> |
| <b>Guidance information for assessment</b>              | Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                             |
| <b><i>What the team needs and wants to achieve</i></b> may relate to:                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>addressing particular customer feedback</li> <li>conceiving and implementing a particular</li> </ul> |

| <b>RANGE STATEMENT</b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                       | <ul style="list-style-type: none"> <li>project</li> <li>developing new services or products</li> <li>generating ongoing ideas within the work unit</li> <li>improving budgetary performance</li> <li>improving or changing work conditions</li> <li>new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)</li> </ul>                                                                              |
| <b>Information about current or potential team members' work</b> may relate to:                       | <ul style="list-style-type: none"> <li>interests</li> <li>lifestyle preferences</li> <li>past jobs</li> <li>technical strengths</li> <li>work preferences</li> <li>working styles</li> </ul>                                                                                                                                                                                                                                                 |
| <b>Different ways that different people may contribute</b> may relate to individual strengths around: | <ul style="list-style-type: none"> <li>creating positive energy within the team</li> <li>fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication)</li> <li>generating ideas</li> <li>networks or spheres of influence</li> <li>particular ways of thinking</li> <li>powers of persuasion</li> <li>problem-solving capacities</li> <li>specific technical skills or knowledge</li> </ul> |
| <b>Ground rules</b> may relate to:                                                                    | <ul style="list-style-type: none"> <li>boundaries or lack of boundaries for team activities and ideas</li> <li>confidentiality</li> <li>copyright, moral rights or intellectual property</li> <li>regularity of communication</li> <li>key roles and responsibilities</li> <li>time lines</li> <li>ways of communicating</li> </ul>                                                                                                          |
| <b>Team-based innovation</b> may be encouraged through:                                               | <ul style="list-style-type: none"> <li>accessing training and learning opportunities</li> <li>enough but not too much guidance and structure</li> <li>equitable sharing of workload</li> <li>follow-through with ideas</li> <li>supportive communication</li> </ul>                                                                                                                                                                          |
| <b>Behaviour that supports innovation</b> may include being:                                          | <ul style="list-style-type: none"> <li>collaborative</li> <li>equitable</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |

| RANGE STATEMENT                                      |                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <ul style="list-style-type: none"> <li>• fair</li> <li>• fun</li> <li>• hardworking</li> <li>• reflective</li> <li>• responsible</li> <li>• sympathetic</li> </ul>                                                                                                |
| <i>External stimuli and ideas</i> might be from:     | <ul style="list-style-type: none"> <li>• Australia or overseas</li> <li>• colleagues outside of the team</li> <li>• family and friends</li> <li>• internet</li> <li>• journals</li> <li>• networks or technical experts</li> <li>• other organisations</li> </ul> |
| <i>Challenges of being innovative</i> may relate to: | <ul style="list-style-type: none"> <li>• budgetary or other resource constraints</li> <li>• competing priorities</li> <li>• organisational culture</li> <li>• problems with breaking old patterns of behaviour or thinking</li> <li>• time pressures</li> </ul>   |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Creativity and Innovation - Innovation |
|------------------|----------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |

## BSBITS401B Maintain business technology

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                   |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.</p> <p>Replaces BSBITS401A Maintain business technology</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements.

### Application of the Unit

This unit applies to individuals with a broad knowledge of business technology who contribute well developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.



## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Maintain performance of hardware and software | <p>1.1 Monitor and evaluate system effectiveness to ensure it meets <b>organisational and system requirements</b></p> <p>1.2 Use operating system, drive and disk structure, reports and files to identify performance problems</p> <p>1.3 <b>Maintain disk drives and peripherals</b> according to manufacturers' and organisational requirements</p> <p>1.4 Replace <b>consumables</b> in accordance with manufacturers' and organisational requirements</p>                                                                                                                              |
| 2. Provide basic system administration           | <p>2.1 Carry out system back-up procedure at regular intervals according to organisational and system requirements</p> <p>2.2 Install and operate <b>software</b> applications in accordance with developers' and organisational requirements</p> <p>2.3 Maintain and update security access procedures in line with organisational requirements</p> <p>2.4 Ensure that licence for use of software is used, checked and recorded in accordance with organisational requirements</p> <p>2.5 Regularly maintain and update virus programs in accordance with organisational requirements</p> |
| 3. Identify future technology requirements       | <p>3.1 Maintain knowledge of current and new <b>technology</b> by regularly accessing <b>sources of information</b></p> <p>3.2 Identify and develop <b>improved technology systems</b> using feedback from clients and colleagues</p> <p>3.3 Assess existing technology against newly available technology to determine future needs and priorities</p> <p>3.4 Identify and select new technologies to achieve and maintain continuous organisational development</p> <p>3.5 Obtain management and budget approval for new selected</p>                                                     |

|  |              |
|--|--------------|
|  | technologies |
|--|--------------|

## Required Skills and Knowledge

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

### Required skills

- communication skills to explain the operation and troubleshooting of technology in the work environment
- literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information
- problem-solving skills to address routine and non-routine faults with hardware and software
- research and analytical skills to analyse and identify organisation's future technology requirements.

### Required knowledge

- costs and benefits of technology maintenance strategies
- general features and capabilities of current industry accepted hardware and software products
- principles of environmental sustainable practice in implementing business technology
- importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS).

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                        |  |
|------------------------|--|
| Overview of assessment |  |
|------------------------|--|

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>installing software and hardware</li> <li>organising and accessing software, materials and consumables</li> <li>maintaining technology security and maintenance systems</li> <li>knowledge of costs and benefits of technology maintenance strategies.</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to an actual workplace or simulated environment</li> <li>access to office equipment and resources</li> <li>access to examples of technology maintenance and security procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>analysis of responses to case studies and scenarios</li> <li>demonstration of techniques</li> <li>oral or written questioning to assess knowledge of general features and capabilities of current industry accepted hardware and software products.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>other information and communications technology or general administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                               |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organisational and system requirements</b> may include: | <ul style="list-style-type: none"> <li>• back-up procedures</li> <li>• Code of Conduct</li> <li>• ethical standards</li> <li>• legal and organisational policy/guidelines and requirements</li> <li>• maintenance of customised software</li> <li>• OHS policies, procedures and programs</li> <li>• quality assurance and/or procedures manuals</li> <li>• register of licenses</li> <li>• restore procedures</li> <li>• security and confidentiality procedures</li> <li>• software licence documentation</li> <li>• storage of information technology documentation</li> <li>• storage retrieval and type of product licenses</li> <li>• updating of virus protection systems.</li> </ul> |
| <b>Disk drive and peripherals maintenance</b> may include: | <ul style="list-style-type: none"> <li>• backing up files before major maintenance</li> <li>• checking hard drive for errors</li> <li>• cleaning dust from internal and external surfaces</li> <li>• creating more free space on the hard disk</li> <li>• defragmenting the hard disk</li> <li>• deleting unwanted files</li> <li>• reviewing programs</li> <li>• using up-to-date anti-virus programs.</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Consumables</b> may include:                            | <ul style="list-style-type: none"> <li>• disks</li> <li>• magnetic tape and cassettes</li> <li>• print heads</li> <li>• print media</li> <li>• printer ribbons and cartridges.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Software</b> may include:                               | <ul style="list-style-type: none"> <li>• accounting applications</li> <li>• commercial software applications</li> <li>• database applications</li> <li>• internet/intranet/extranet related programs</li> <li>• organisation-specific software</li> <li>• presentation applications</li> <li>• spreadsheet applications</li> <li>• word processing applications.</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| <b>Technology</b> may include:                             | <ul style="list-style-type: none"> <li>• client services</li> <li>• computers</li> <li>• data transfer devices</li> <li>• modems</li> <li>• peripherals, including:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <ul style="list-style-type: none"> <li>• printers, scanners, tape cartridges</li> <li>• speakers, multimedia kits</li> <li>• personal computer, modems</li> <li>• input equipment such as mouse, touch pad, keyboard, pens</li> <li>• mobile phones, palmtops and personal digital assistants (PDAs), laptops and desktop computers</li> <li>• Bluetooth devices, universal serial bus (USB), Firewire (IEEE 1394)</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> <li>• software.</li> </ul> |
| <b>Sources of information</b> may include:      | <ul style="list-style-type: none"> <li>• computer hardware manufacturers</li> <li>• computer magazines and journals</li> <li>• computer software designers</li> <li>• industry associations</li> <li>• internal/external clients</li> <li>• internet</li> <li>• retail outlets</li> <li>• seminars, workshops and training sessions</li> <li>• trade fairs.</li> </ul>                                                                                                                                             |
| <b>Improved technology systems</b> may include: | <ul style="list-style-type: none"> <li>• access protocols</li> <li>• cable data transmissions</li> <li>• delivery and installation systems</li> <li>• hardware upgrades</li> <li>• implementing a new system</li> <li>• maintenance options</li> <li>• multimedia</li> <li>• networking options</li> <li>• new hardware</li> <li>• new software</li> <li>• resource usage monitoring</li> <li>• software upgrades</li> <li>• environmentally sustainable design practices.</li> </ul>                              |

## Unit Sector(s)

Information and Communications Technology – IT Support

## Custom Content Section

Not applicable.

## BSBITU203A Communicate electronically

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who use business technology to perform a range of routine tasks to communicate with co workers, customers or others. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Implement procedures to send and receive electronic mail | <p>1.1. Log in to <b>software</b> for sending and receiving email in accordance with <b>organisational requirements</b></p> <p>1.2. <b>Check outgoing email for accuracy</b> and ensure any required <b>attachments</b> are prepared, in accordance with organisational and service provider requirements</p> <p>1.3. Identify urgent, confidential, personal, <b>suspicious or potentially dangerous email</b> and take appropriate actions</p> <p>1.4. <b>Deal with returned email</b> in accordance with organisational policies and procedures</p> |
| 2. Manage electronic mail                                   | <p>2.1. Set security levels and/or filters for incoming email in accordance with organisational requirements</p> <p>2.2. Create and maintain individual mailboxes in accordance with organisational requirements</p> <p>2.3. <b>Store email</b> and/or attachments in accordance with organisational requirements</p> <p>2.4. Empty inboxes and archive or permanently delete in accordance with organisational requirements</p> <p>2.5. Prepare and maintain electronic <b>mailing lists</b> in accordance with organisational requirements</p>       |
| 3. Collaborate online                                       | <p>3.1. Identify software to be used in collaboration</p> <p>3.2. Ensure <b>online collaboration</b> is undertaken in</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |



| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                           |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>accordance with organisational policy, procedures and <i>net etiquette</i> (netiquette)</p> <p>3.3. Respond to posts or communications in accordance with agreed parameters, organisational requirements and netiquette</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to request advice, to receive feedback and to work with a team
- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence
- problem-solving skills to solve routine technology problems.

#### Required knowledge

- different methods of electronic communication
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• sending and receiving email for a range of purposes</li> <li>• attaching and removing documents to email</li> <li>• using software applications to collaborate online</li> <li>• knowledge of relevant legislation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• access to software applications likely to be used in the workplace.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of electronic communication methods and tools</li> <li>• review of attachments prepared for email</li> <li>• review of electronic mailing lists</li> <li>• evaluation of postings and responses to online discussions.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• general administration units</li> <li>• other IT use units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating</p> |

**RANGE STATEMENT**

conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Software** may include:

- mobile or wireless software applications:
  - personal digital assistants (PDA)
  - mobile phones
  - text messaging (SMS/TXT)
  - multimedia messaging (MMS)
  - internet relay chat (IRC)
- personal computer-based software applications:
  - email applications
  - web-based email services
  - chat applications
  - internet discussion groups/boards/chat rooms
  - intranet discussion groups/boards/chat rooms

**Organisational requirements** may include:

- carbon copies or blind carbon copies
- concise, relevant subject line
- electronic signature
- form of address
- formality/informality of language, tone and structure
- including original message in the reply
- length of emails (i.e. short and to the point)
- net ethics
- net etiquette(netiquette)
- requesting read receipt
- sender's name and address

**Checking outgoing email for accuracy** may include checking:

- clarity of intended meaning
- completeness
- content
- grammar
- punctuation
- recipient's address
- spelling
- structure

**Attachments** may include:

- PDFs

| <b>RANGE STATEMENT</b>                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | <ul style="list-style-type: none"> <li>• pictures</li> <li>• spreadsheets</li> <li>• word processed documents</li> <li>• any electronic file</li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <b><i>Suspicious or potentially dangerous email</i></b> may include: | <ul style="list-style-type: none"> <li>• attachments</li> <li>• email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately)</li> <li>• particular file extensions</li> <li>• spam (unsolicited commercial email or junk email)</li> <li>• unsolicited email containing viruses</li> </ul>                                                                                                                                    |
| <b><i>Dealing with returned email</i></b> may include:               | <ul style="list-style-type: none"> <li>• checking email address</li> <li>• checking size of attachment/s</li> <li>• re-sending</li> <li>• sending message by other means e.g. facsimile, post</li> <li>• telephoning addressee</li> </ul>                                                                                                                                                                                                                                                   |
| <b><i>Storing email</i></b> may include:                             | <ul style="list-style-type: none"> <li>• email application software</li> <li>• paper-based filing system</li> <li>• specialised recordkeeping, spreadsheet or database software</li> </ul>                                                                                                                                                                                                                                                                                                  |
| <b><i>Mailing lists</i></b> may include:                             | <ul style="list-style-type: none"> <li>• database or spreadsheet records</li> <li>• electronic address books</li> <li>• word processing tables or data files</li> </ul>                                                                                                                                                                                                                                                                                                                     |
| <b><i>Online collaboration</i></b> may include:                      | <ul style="list-style-type: none"> <li>• chat rooms</li> <li>• email communications</li> <li>• instant messaging</li> <li>• intranet</li> </ul>                                                                                                                                                                                                                                                                                                                                             |
| <b><i>Net etiquette</i></b> may include:                             | <ul style="list-style-type: none"> <li>• accepted (not mandated) rules for being a good net citizen (netizen)</li> <li>• adjust to the style and tone of discussion groups</li> <li>• be forgiving of other's mistakes</li> <li>• do not abuse your power</li> <li>• if you would not do it in real life do not do it in cyberspace</li> <li>• keep flames under control (flaming is making personal attacks on others)</li> <li>• look good online (spelling, grammar, and have</li> </ul> |

**RANGE STATEMENT**

|  |                                                                                                                                                                                                                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | something worth saying) <ul style="list-style-type: none"> <li>• protocols for discussion groups</li> <li>• remember you are dealing with real people not computers</li> <li>• respect copyright</li> <li>• respect other people's privacy</li> <li>• respect other's time and bandwidth</li> <li>• share expert knowledge</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                    |
|-------------------------|----------------------------------------------------|
| <b>Competency field</b> | Information and Communications Technology - IT Use |
|-------------------------|----------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBITU301A Create and use databases

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                      |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals employed in a range of work environments who develop and use simple databases to store and retrieve data. They may provide administrative support within an enterprise, or may be independently responsible for the storage and retrieval of data relating to their own work roles.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Create a simple database   | <p>1.1.Design a simple database, with at least two tables, using a <b><i>database application, basic design principles, software functions</i></b> and <b><i>simple formulae</i></b></p> <p>1.2.Develop a table with fields and attributes according to database usage, as well as <b><i>data</i></b> considerations and user requirements</p> <p>1.3.Create a primary key for each table</p> <p>1.4.Modify table layout and field attributes as required</p> <p>1.5.Create a relationship between the two tables</p> <p>1.6.<b><i>Check and amend data</i></b> entered, in accordance with organisational and task requirements</p> |
| 2. Create reports and queries | <p>2.1.Determine information output, database tables to be used and <b><i>report layout</i></b> to meet task requirements</p> <p>2.2.Determine data groupings, search and sort criteria to meet task requirements</p> <p>2.3.Run reports and queries to check that results and formulae provide the required data</p> <p>2.4.Modify reports to include or exclude additional requirements</p>                                                                                                                                                                                                                                        |
| 3. Use database               | <p>3.1.Ensure data input meets <b><i>designated time lines</i></b> and organisational requirements for speed and accuracy</p> <p>3.2.Use manuals, user documentation and online help to overcome problems with database design and</p>                                                                                                                                                                                                                                                                                                                                                                                               |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                               |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>production</p> <p>3.3. Preview, adjust and <b><i>print</i></b> database reports or forms in accordance with organisational and task requirements</p> <p>3.4. Name and <b><i>store databases</i></b>, in accordance with organisational requirements, and exit application without data loss or damage</p> <p>3.5. Prepare and distribute reports to appropriate person in a suitable format</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- numeracy skills to create simple queries and to use simple formulae
- planning and organising skills to develop effective databases
- problem-solving skills to address inconsistencies in data and issues in database, and to query structures.

#### Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
- organisational requirements relating to data entry, storage and presentation.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment



| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidelines for the Training Package.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• creating simple databases and queries</li> <li>• manipulating data using queries</li> <li>• formatting data into a final version.</li> </ul>                                                                                                                                                                                                                                                   |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• access to sample data.</li> </ul>                                                                                                                                                                                                                                                        |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of authenticated documents from the workplace or training environment</li> <li>• demonstration of techniques.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• administration units</li> <li>• other information and communications technology units.</li> </ul>                                                                                                                                                                                                            |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |

| <b>RANGE STATEMENT</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Database applications</b> may include:      | <ul style="list-style-type: none"> <li>• commercial database applications</li> <li>• organisational specific database applications</li> </ul>                                                                                                                                                                                                                                                                                                                                 |
| <b>Basic design principles</b> may include:    | <ul style="list-style-type: none"> <li>• naming conventions</li> <li>• data layout</li> <li>• formatting</li> <li>• database use</li> <li>• required output</li> <li>• reporting and presentation requirements</li> </ul>                                                                                                                                                                                                                                                     |
| <b>Software functions</b> may include:         | <ul style="list-style-type: none"> <li>• adding, deleting, moving, re-labelling fields</li> <li>• altering field widths</li> <li>• calculating, using formula</li> <li>• data protection</li> <li>• field definitions and attributes</li> <li>• formatting fields</li> <li>• formatting text</li> <li>• headers and footers</li> <li>• inserting and deleting blank lines and spaces</li> <li>• repeating (if available)</li> <li>• table, form and report wizards</li> </ul> |
| <b>Simple formulae</b> may include:            | <ul style="list-style-type: none"> <li>• average</li> <li>• count</li> <li>• division</li> <li>• maximum</li> <li>• minimum</li> <li>• multiplication</li> <li>• subtraction</li> <li>• sum</li> <li>• combinations of above</li> </ul>                                                                                                                                                                                                                                       |
| <b>Data</b> may include:                       | <ul style="list-style-type: none"> <li>• numbers</li> <li>• text</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Checking and amending data</b> may include: | <ul style="list-style-type: none"> <li>• accuracy of data</li> <li>• accuracy of formulae with calculator</li> <li>• ensuring instructions with regard to content and format have been followed</li> <li>• outcome of sorting or filtering</li> <li>• proofreading</li> <li>• spelling, electronically and manually</li> </ul>                                                                                                                                                |
| <b>Report layout</b> may include:              | <ul style="list-style-type: none"> <li>• alignment on page</li> <li>• columns</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |

| <b>RANGE STATEMENT</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <ul style="list-style-type: none"> <li>• enhancements to format - borders, patterns and colours</li> <li>• enhancements to text</li> <li>• formatting provided through use of a wizard or other automated process</li> <li>• headers/footers</li> <li>• logical ordering of data</li> <li>• tables</li> </ul>                                                                                    |
| <b>Designated time lines</b> may include: | <ul style="list-style-type: none"> <li>• time line agreed with internal or external client</li> <li>• time line agreed with supervisor or person requiring database</li> </ul>                                                                                                                                                                                                                   |
| <b>Printing</b> may include:              | <ul style="list-style-type: none"> <li>• forms</li> <li>• queries</li> <li>• records</li> <li>• reports</li> <li>• tables</li> </ul>                                                                                                                                                                                                                                                             |
| <b>Storing databases</b> may include:     | <ul style="list-style-type: none"> <li>• authorised access</li> <li>• filing locations</li> <li>• naming conventions</li> <li>• organisational policy for backing up files</li> <li>• organisational policy for filing hard copies of databases</li> <li>• security</li> <li>• storage in electronic folders and sub-folders</li> <li>• storage on disk drives, CD-ROM, back-up tapes</li> </ul> |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                                    |
|-------------------------|----------------------------------------------------|
| <b>Competency field</b> | Information and communications Technology - IT use |
|-------------------------|----------------------------------------------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## BSBITU306A Design and produce business documents

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                        |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select and prepare resources | 1.1. Select and use appropriate <b>technology</b> and <b>software</b> applications to produce required <b>business documents</b><br>1.2. Select layout and style of publication according to information and <b>organisational requirements</b><br>1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles<br>1.4. Discuss and clarify format and style with person requesting document/publication |
| 2. Design document              | 2.1. Identify, open and generate files and records according to task and organisational requirements<br>2.2. Design document to ensure efficient entry of information and to maximise the presentation and appearance of information<br>2.3. Use a range of <b>functions</b> to ensure consistency of design and layout<br>2.4. Operate <b>input devices</b> within designated requirements                                                                  |
| 3. Produce document             | 3.1. Complete document production within designated time lines according to organisational requirements<br>3.2. Check document produced to ensure it meets task requirements for style and layout<br>3.3. Store document appropriately and save document to                                                                                                                                                                                                  |

| ELEMENT              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | avoid loss of data<br>3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production                                                                                                                                                                                                                                                    |
| 4. Finalise document | 4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output<br>4.2. Make any modifications to document to meet requirements<br>4.3. <b>Name</b> and <b>store</b> document in accordance with organisational requirements and exit the application without data/loss damage<br>4.4. Print and present document according to requirements |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- keyboarding and computer skills to complete a range of formatting and layout tasks
- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements
- numeracy skills to access and retrieve data
- problem-solving skills to determine document design and production processes.

#### Required knowledge

- appropriate technology for production requirements
- functions and features of contemporary computer applications
- organisational policies, plans and procedures
- organisational requirements for document design e.g. style guide.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document</li> <li>using appropriate data storage options</li> <li>knowledge of the functions and features of contemporary computer applications.</li> </ul>                                                                                                                                                                       |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to an actual workplace or simulated environment</li> <li>access to office equipment and resources</li> <li>access to examples of style guides and organisational procedures.</li> </ul>                                                                                                                                                                                                                                                                                          |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>review of final printed documents</li> <li>demonstration of techniques</li> <li>observation of presentations</li> <li>oral or written questioning to assess knowledge of software applications.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>general administration units</li> <li>other IT use units.</li> </ul>                                                                                                                                                                                                                                                                                                                  |



## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Technology</i></b> may include:                  | <ul style="list-style-type: none"> <li>• computers</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
| <b><i>Software</i></b> may include:                    | <ul style="list-style-type: none"> <li>• accounting packages</li> <li>• database packages</li> <li>• presentation packages</li> <li>• spreadsheet packages</li> <li>• word processing packages</li> </ul>                                                                                                                                                                                                                                                                                              |
| <b><i>Business documents</i></b> may include:          | <ul style="list-style-type: none"> <li>• accounts statements</li> <li>• client databases</li> <li>• newsletters</li> <li>• project reviews</li> <li>• proposals</li> <li>• reports</li> <li>• web pages</li> </ul>                                                                                                                                                                                                                                                                                     |
| <b><i>Organisational requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• budgets</li> <li>• correctly identifying and opening files</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• locating data</li> <li>• log-on procedures</li> <li>• manufacturers' guidelines</li> <li>• occupational health and safety policies, procedures and programs</li> <li>• quality assurance and/or procedures manuals</li> <li>• saving and closing files</li> <li>• security</li> <li>• storing data</li> </ul> |
| <b><i>Functions</i></b> may include:                   | <ul style="list-style-type: none"> <li>• alternating headers and footers</li> <li>• editing</li> <li>• merging documents</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |

| <b>RANGE STATEMENT</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <ul style="list-style-type: none"> <li>• spell checking</li> <li>• table formatting</li> <li>• using columns</li> <li>• using styles</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Input devices</b> may include:     | <ul style="list-style-type: none"> <li>• keyboard</li> <li>• mouse</li> <li>• numerical key pad</li> <li>• scanner</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Naming</b> documents may include:  | <ul style="list-style-type: none"> <li>• appropriate file type</li> <li>• authorised access</li> <li>• file names according to organisational procedure e.g. numbers rather than names</li> <li>• file names which are easily identifiable in relation to the content</li> <li>• file/directory names which identify the operator, author, section, date etc.</li> <li>• filing locations</li> <li>• organisational policy for backing up files</li> <li>• organisational policy for filing hard copies of documents</li> <li>• security</li> </ul> |
| <b>Storing</b> documents may include: | <ul style="list-style-type: none"> <li>• storage in directories and sub-directories</li> <li>• storage on CD-ROMs, disk drives or back-up systems</li> <li>• storing/filing hard copies of computer generated documents</li> <li>• storing/filing hard copies of incoming and outgoing facsimiles</li> <li>• storing/filing incoming and outgoing correspondence</li> </ul>                                                                                                                                                                         |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                  |                                                    |
|------------------|----------------------------------------------------|
| Competency field | Information and Communications Technology - IT Use |
|------------------|----------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBLED401A Develop teams and individuals

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                        |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine development needs   | <p>1.1. Systematically identify and implement <b><i>learning and development needs</i></b> in line with <b><i>organisational requirements</i></b></p> <p>1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</p> <p>1.3. Encourage individuals to self-evaluate performance and identify areas for improvement</p> <p>1.4. Collect <b><i>feedback on performance</i></b> of team members from relevant sources and compare with established team learning needs</p>                                                                         |
| 2. Develop individuals and teams | <p>2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry</p> <p>2.2. Ensure that <b><i>learning delivery methods</i></b> are appropriate to the learning goals, the learning style of participants, and availability of <b><i>equipment and resources</i></b></p> <p>2.3. Provide workplace learning opportunities, and <b><i>coaching and mentoring assistance</i></b> to facilitate individual and team achievement of competencies</p> <p>2.4. Create development opportunities that incorporates a</p> |

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements</p>                                                                                                                                                                                                                                                                                     |
| 3. Monitor and evaluate workplace learning | <p>3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements</p> <p>3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support</p> <p>3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning</p> <p>3.4. Document and maintain records and reports of competency according to organisational requirements</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles

**REQUIRED SKILLS AND KNOWLEDGE**

- codes of practice
- privacy laws
- occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- identifying and implementing learning opportunities for others
- giving and receiving feedback from team members to encourage participation in and effectiveness of team
- creating learning plans to match skill needs
- knowledge of relevant legislation.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of learning and development plans, policies and procedures
- examples of documents relating to diversity policies and procedures.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                        |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry</li> <li>• review of records and reports of competency.</li> </ul>                          |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• management units</li> <li>• other learning and development units.</li> </ul> |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b><i>Learning and development needs</i></b> may include:</p>                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• career planning/development</li> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• performance appraisals</li> <li>• personal study</li> <li>• recognition of current competence/skills recognition</li> <li>• work experience/exchange/opportunities</li> <li>• workplace skills assessment</li> </ul>      |
| <p><b><i>Organisational requirements</i></b> may include:</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• access and equity principles and practices</li> <li>• anti-discrimination and related policy</li> <li>• business and performance plans</li> <li>• confidentiality and security requirements</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> </ul> |



| <b>RANGE STATEMENT</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"> <li>• OHS policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> </ul>                                                                                                                                                                                                             |
| <b><i>Feedback on performance</i></b> may include:           | <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from clients</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>                                                                                                 |
| <b><i>Learning delivery methods</i></b> may include:         | <ul style="list-style-type: none"> <li>• conference and seminar attendance</li> <li>• formal course participation</li> <li>• induction</li> <li>• involvement in professional networks</li> <li>• on-the-job coaching or mentoring</li> <li>• presentations/demonstrations</li> <li>• problem-solving</li> <li>• work experience</li> </ul>                                                                                        |
| <b><i>Equipment and resources</i></b> may include:           | <ul style="list-style-type: none"> <li>• facilities</li> <li>• funding</li> <li>• guest speakers</li> <li>• technological tools and equipment</li> <li>• time</li> <li>• training equipment such as whiteboards and audio-visual equipment</li> </ul>                                                                                                                                                                              |
| <b><i>Coaching and mentoring assistance</i></b> may include: | <ul style="list-style-type: none"> <li>• fair and ethical practice</li> <li>• non-discriminatory processes and activities</li> <li>• presenting and promoting a positive image of the collective group</li> <li>• problem-solving</li> <li>• providing encouragement</li> <li>• providing feedback to another team member</li> <li>• respecting the contribution of all participants and giving credit for achievements</li> </ul> |

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>Competency field</b> | Workforce Development - Learning and Development |
|-------------------------|--------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBLED501A Develop a workplace learning environment

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.</p> <p>At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|                           |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Create learning opportunities | <p>1.1. Identify potential formal and informal <b><i>learning opportunities</i></b></p> <p>1.2. Identify <b><i>learning needs</i></b> of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities</p> <p>1.3. Develop and implement <b><i>learning plans</i></b> as an integral part of individual and team performance plans</p> <p>1.4. Develop strategies to ensure that learning plans reflect the <b><i>diversity of needs</i></b></p> <p>1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities</p> <p>1.6. Ensure effective liaison occurs with <b><i>training and development specialists</i></b> and contributes to learning opportunities which enhance individual, team and organisational performance</p> |

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Facilitate and promote learning            | <p>2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to <b><i>encourage a learning culture</i></b> within the team</p> <p>2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes</p> <p>2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs</p> <p>2.4. Share the benefits of learning with others in the team and organisation</p> <p>2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards</p> |
| 3. Monitor and improve learning effectiveness | <p>3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues</p> <p>3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements</p> <p>3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning</p> <p>3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning</p>                                                                         |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to:
  - deal with people openly and fairly

## REQUIRED SKILLS AND KNOWLEDGE

- encourage colleagues to share their knowledge and skills
- gain the trust and confidence of colleagues
- use consultation skills effectively
- literacy skills to access and use workplace information
- planning and organisational skills to facilitate, promote and monitor learning by:
  - developing learning plans
  - establishing a workplace which is conducive to learning
  - evaluating the effectiveness of learning
  - identifying learning needs
  - negotiating learning arrangements with training and development specialists
  - selecting and using work activities to create learning opportunities
  - using coaching and mentoring to support learning.

## Required knowledge

- management of relationships to achieve a learning environment
- principles and techniques involved in the management and organisation of:
  - adult learning
  - coaching and mentoring
  - consultation and communication
  - improvement strategies
  - leadership
  - learning environment and learning culture
  - monitoring and reviewing workplace learning
  - problem identification and resolution
  - record keeping and management methods
  - structured learning
  - work-based learning.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• methods for reviewing performance development needs and techniques for providing feedback on those needs</li> <li>• models for planning professional development</li> <li>• options available for professional development</li> <li>• knowledge of relationship management required to achieve a learning environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to appropriate documentation and resources normally used in the workplace.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• assessment of written reports</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of performance in role plays</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning</li> <li>• review of the development and implementation of learning plans</li> <li>• evaluation of how workplace achievement is recognised</li> <li>• review of processes used to record and report competency.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Diploma of Management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Range Statement

**RANGE STATEMENT**

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Learning opportunities*** may include:

- structured learning activities conducted outside and within the workplace such as:
  - accredited training through an independent organisation such as a state/territory OHS authority
  - action learning
  - short courses
  - training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
  - workshops
- workplace learning activities, that may also contribute to a recognised credential, such as:
  - coaching
  - exchange/rotation
  - induction
  - mentoring
  - shadowing

***Learning needs*** may include:

- developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles
- gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks

***Learning plans*** may include:

- codes of conduct
- key performance indicators
- negotiated agreement with individual/s
- OHS requirements
- performance standards
- team competencies
- team roles and responsibilities
- work outputs and processes



| RANGE STATEMENT                                            |                                                                                                                                                                                                                                    |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Diversity of needs</i></b> may include:              | <ul style="list-style-type: none"> <li>learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches</li> </ul>                           |
| <b><i>Training and development specialists</i></b> may be: | <ul style="list-style-type: none"> <li>internal</li> <li>external</li> </ul>                                                                                                                                                       |
| <b><i>Encourage a learning culture</i></b> may refer to:   | <ul style="list-style-type: none"> <li>encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Management and Leadership - Management |
|------------------|----------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBMGT402A Implement operational plan

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.</p> <p>At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning, evaluation, leadership and guidance of others.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                    |  |  |
|--------------------|--|--|
| Prerequisite units |  |  |
|                    |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Implement operational plan     | <p>1.1. Collate, analyse and organise details of <b><i>resource requirements</i></b> in consultation with <b><i>relevant personnel, colleagues and specialist resource managers</i></b></p> <p>1.2. Implement <b><i>operational plans</i></b> to contribute to the achievement of organisation's performance/business plan</p> <p>1.3. Identify and use <b><i>key performance indicators</i></b> (KPIs) to monitor operational performance</p> <p>1.4. Undertake <b><i>contingency planning</i></b> and <b><i>consultation processes</i></b></p> <p>1.5. Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes</p> |
| 2. Implement resource acquisition | <p>2.1. Recruit and induct employees within <b><i>organisation's policies, practices and procedures</i></b></p> <p>2.2. Implement plans for acquisition of physical</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3. Monitor operational performance | <p>3.1. Monitor <b>performance systems and processes</b> to assess progress in achieving profit/productivity plans and targets</p> <p>3.2. Analyse and use budget and actual financial information to monitor profit/productivity performance</p> <p>3.3. Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies</p> <p>3.4. Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely</p> <p>3.5. Present recommendations for variation to operational plans to the <b>designated persons/groups</b> and gain approval</p> <p>3.6. Implement <b>systems, procedures and records</b> associated with performance in accordance with organisation's requirements</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to access and use workplace information, and to prepare reports
- planning and organising skills to monitor performance and to sequence work of self and others to achieve planned outcomes.

#### Required knowledge

- principles and techniques associated with:
  - contingency planning
  - methods for monitoring and reporting on performance
  - monitoring and implementing operations and procedures
  - problem identification and methods of resolution

**REQUIRED SKILLS AND KNOWLEDGE**

- relevant budgeting and financial analysis, interpretation and reporting requirements
- resource management systems at the tactical implementation level
- resource planning and acquisition
- tactical risk analysis including identification and reporting requirements.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required
- knowledge of principles and techniques associated with monitoring and implementing operations and procedures.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of documentation outlining contingency planning and consultation processes undertaken
- demonstration of techniques in managing performance
- evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.

**EVIDENCE GUIDE****Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other units from the Certificate IV in Frontline Management.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Resource requirements*** may refer to:

- goods and services to be purchased and ordered
- human, physical and financial resources - both current and projected
- stock requirements and requisitions

***Relevant personnel, colleagues and specialist resource managers*** may include:

- colleagues and specialist resource managers
- managers
- occupational health and safety committees and other people with specialist responsibilities
- other employees
- people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities
- supervisors

***Operational plans*** may refer to:

- organisational plans
- tactical plans developed by the department or section to detail product and service performance

***Key performance indicators*** may refer to:

- measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements

| <b>RANGE STATEMENT</b>                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Contingency planning</i></b> may refer to:                             | <ul style="list-style-type: none"> <li>• contracting out or outsourcing human resources and other functions or tasks</li> <li>• diversification of outcomes</li> <li>• finding cheaper or lower quality raw materials and consumables</li> <li>• increasing sales or production</li> <li>• recycling and re-use</li> <li>• rental, hire purchase or alternative means of procurement of required materials, equipment and stock</li> <li>• restructuring of organisation to reduce labour costs</li> <li>• risk identification, assessment and management processes</li> <li>• seeking further funding</li> <li>• strategies for reducing costs, wastage, stock or consumables</li> <li>• succession planning</li> </ul> |
| <b><i>Consultation processes</i></b> may refer to:                           | <ul style="list-style-type: none"> <li>• mechanisms used to provide feedback to the work team in relation to outcomes of consultation</li> <li>• meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans</li> </ul>                                                                                                                                                                                                                                                                                                                          |
| <b><i>Organisation's policies, practices and procedures</i></b> may include: | <ul style="list-style-type: none"> <li>• organisational culture</li> <li>• Standard Operating Procedures</li> <li>• organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources</li> <li>• undocumented practices in line with organisational operations</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b><i>Performance systems and processes</i></b> may refer to:                | <ul style="list-style-type: none"> <li>• informal systems used by frontline managers for the work team in the place of existing organisation-wide systems</li> <li>• formal processes within the organisation to measure performance, such as: <ul style="list-style-type: none"> <li>• feedback arrangements</li> <li>• individual and teamwork plans</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                            |

| RANGE STATEMENT                                     |                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <ul style="list-style-type: none"> <li>• KPIs</li> <li>• specified work outcomes</li> </ul>                                                                                                                                                                                                          |
| <i>Designated persons/groups</i> may include:       | <ul style="list-style-type: none"> <li>• other affected work groups or teams and groups designated in workplace policies and procedures</li> <li>• those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers</li> </ul>   |
| <i>Systems, procedures and records</i> may include: | <ul style="list-style-type: none"> <li>• databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements</li> <li>• individual and team performance plans</li> <li>• organisational policies and procedures relative to performance</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Management and Leadership - Management |
|------------------|----------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |



## BSBMGT502B Manage people performance

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.</p> <p>The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.</p> <p>This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Allocate work      | <ul style="list-style-type: none"><li>1.1. Consult relevant groups and individuals on work to be allocated and resources available</li><li>1.2. Develop work plans in accordance with operational plans</li><li>1.3. Allocate work in a way that is efficient, cost effective and outcome focussed</li><li>1.4. Confirm <b><i>performance standards, Code of Conduct</i></b> and work outputs with relevant teams and individuals</li><li>1.5. Develop and agree <b><i>performance indicators</i></b> with relevant staff prior to commencement of work</li><li>1.6. Conduct <b><i>risk analysis</i></b> in accordance with the organisational risk management plan and legal requirements</li></ul> |
| 2. Assess performance | <ul style="list-style-type: none"><li>2.1. Design <b><i>performance management</i></b> and review processes to ensure consistency with organisational</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| ELEMENT             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>objectives and policies</p> <p>2.2. Train participants in the performance management and review process</p> <p>2.3. Conduct performance management in accordance with organisational protocols and time lines</p> <p>2.4. Monitor and evaluate performance on a continuous basis</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3. Provide feedback | <p>3.1. Provide informal feedback to staff on a regular basis</p> <p>3.2. Advise relevant people where there is poor performance and take necessary actions</p> <p>3.3. Provide on-the-job coaching when necessary to improve performance and to confirm <b><i>excellence in performance</i></b></p> <p>3.4. Document performance in accordance with the organisational performance management system</p> <p>3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy</p>                                                                                                                                                                                                  |
| 4. Manage follow up | <p>4.1. Write and agree performance improvement and development plans in accordance with organisational policies</p> <p>4.2. Seek assistance from human resources specialists where appropriate</p> <p>4.3. Reinforce excellence in performance through recognition and continuous feedback</p> <p>4.4. Monitor and coach individuals with poor performance</p> <p>4.5. Provide support services where necessary</p> <p>4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary</p> <p>4.7. <b><i>Terminate</i></b> staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required skills

- communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development
- risk management skills to analyse, identify and develop mitigation strategies for identified risks
- planning and organisation skills to ensure a planned and objective approach to the performance management system.

### Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant awards and certified agreements
- performance measurement systems utilised within the organisation
- unlawful dismissal rules and due process
- staff development options and information.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- documented performance indicators and a critical description and analysis of performance management system from the workplace
- techniques in providing feedback and coaching for improvement in performance
- knowledge of relevant awards and certified agreements.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**EVIDENCE GUIDE**

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• assessment of written reports</li> <li>• demonstration of techniques in providing feedback and coaching</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of work plans, performance indicators, risk analysis, performance management and review processes, performance improvement and development plans.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other management units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                     |                                                                                                                                                                                                                                                                  |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance standards</b> mean:  | <ul style="list-style-type: none"> <li>• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively</li> </ul>                                                                                        |
| <b>Code of Conduct</b> means:       | <ul style="list-style-type: none"> <li>• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers</li> </ul> |
| <b>Performance indicators</b> mean: | <ul style="list-style-type: none"> <li>• measures against which performance outcomes are gauged</li> </ul>                                                                                                                                                       |

| RANGE STATEMENT                                |                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Risk analysis</i></b> means:             | <ul style="list-style-type: none"> <li>determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance</li> </ul>                                                                                                                                  |
| <b><i>Performance management</i></b> means:    | <ul style="list-style-type: none"> <li>in accordance with relevant industrial agreements</li> <li>process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term</li> </ul> |
| <b><i>Excellence in performance</i></b> means: | <ul style="list-style-type: none"> <li>regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards</li> </ul>                                                                                                                                                                                    |
| <b><i>Termination</i></b> means:               | <ul style="list-style-type: none"> <li>cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements</li> </ul>                                                                                                                                                               |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Management and Leadership - Management |
|------------------|----------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |



# **BSBMKG414A Undertake marketing activities**

## **Modification History**

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to plan, implement and manage basic marketing and promotional activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit describes the performance outcomes, skills and knowledge required to plan, implement and manage basic marketing and promotional activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Application of the Unit**

This unit covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

This unit covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

### **Employability Skills Information**

This unit contains employability skills.

This unit contains employability skills.

### **Elements and Performance Criteria Pre-Content**

Elements describe the essential outcomes of a unit of competency.



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

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                     | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Plan marketing activities                 | <ul style="list-style-type: none"><li>1.1 Identify <b>need</b> for <b>marketing activities</b></li><li>1.2 Investigate previous marketing activities for relevant information</li><li>1.3 Identify and analyse relevant policies and procedures</li><li>1.4 Identify <b>outcomes</b> expected from marketing activities</li><li>1.5 Undertake <b>analysis</b> of collected basic marketing information</li><li>1.6 Develop and document <b>work activity plans</b> for marketing activities</li><li>1.7 Obtain approval of plans from <b>relevant enterprise personnel</b></li></ul> |
| 2 Implement and manage marketing activities | <ul style="list-style-type: none"><li>2.1 Determine and access <b>resources</b> required for work activities</li><li>2.2 Undertake marketing activities</li><li>2.3 Assign responsibilities and functions to <b>relevant personnel performing specific marketing functions</b></li><li>2.4 Monitor marketing activities, reviewing and amending activity plans as required</li></ul>                                                                                                                                                                                                 |

- |   |                             |                                                                                                |
|---|-----------------------------|------------------------------------------------------------------------------------------------|
| 3 | Review marketing activities | 3.1 Measure and document outcomes of marketing activities                                      |
|   |                             | 3.2 Review marketing activities against expected outcomes and document identified improvements |
|   |                             | 3.3 Prepare reports of marketing activities and communicate to relevant enterprise personnel   |

## Required Skills and Knowledge

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

### Required skills

literacy skills to read a variety of texts, to prepare general information and papers, and to write formal and informal letters according to target audience

planning skills to develop implementation schedules

problem-solving skills to address issues which may affect plans and their implementation.

### Required knowledge

key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:

anti-discrimination legislation

ethical principles

codes of practice

privacy laws

environmental issues

occupational health and safety

organisational policies and procedures

specific product knowledge related to goods and services being marketed.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

planning and implementing marketing activities

reviewing the effectiveness of the marketing plan

documenting the activities and processes worked with

knowledge of relevant legislation.

#### Context of and specific resources for assessment

Assessment must ensure:

access to an actual workplace or simulated environment

access to office equipment and resources

examples of goods/services to be marketed

examples of marketing plans.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

review of work activity plans for marketing activities

analysis of responses to case studies and scenarios

demonstration of techniques

observation of presentations

oral or written questioning to assess knowledge of marketing techniques and

strategies

analysis of documentation outlining the outcomes of marketing activities

review of marketing activities reports.

### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

other marketing, advertising or public relations units.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Need** may be determined by:

analysis of sales figures and other performance data

analysis of client information

direction from relevant enterprise personnel

development of new products and services

**Marketing activities** may include:

attendance at trade shows, conferences and other events

basic advertising

development and distribution of general promotional and informational materials

development and distribution of samples, case studies, testimonials and other evidence of enterprise activity

development of displays and signs

development of media releases, articles and media background information

information sessions for clients, suppliers

|                                                                                |                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | and stakeholders<br>online information<br>telephone promotions                                                                                                                                                      |
| <b>Outcomes</b> may include:                                                   | projections for potential client inquiries<br>projections for detailed potential client follow-up<br>projections for sales and service levels                                                                       |
| <b>Analysis</b> may include:                                                   | market definition, statistics and basic research<br>basic market segmentation<br>target audience profiles                                                                                                           |
| <b>Work activity plans</b> may include:                                        | human resource plans<br>plans for other required resources<br>financial plans<br>time plans<br>detailed implementation plans (covering the how/what/when of activities)<br>activity monitoring and evaluation plans |
| <b>Relevant enterprise personnel</b> might include:                            | coordinators<br>owners<br>managers<br>section leaders<br>supervisors<br>team leaders                                                                                                                                |
| <b>Resources</b> may include:                                                  | human resources<br>finance<br>resource contributions from suppliers and/or partners                                                                                                                                 |
| <b>Relevant personnel performing specific marketing functions</b> may include: | administrators<br>copywriters<br>desktop publishers<br>external consultants<br>graphic artists and designers                                                                                                        |

marketing specialists

printers, sign writers and other tradespeople

## Unit Sector(s)

empty

empt

## Competency field

Business Development - Marketing

Business Development - Marketing

## BSBMKG514A Implement and monitor marketing activities

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to implement marketing activities described in a marketing plan, to monitor their effectiveness in meeting organisational marketing objectives, and take actions to improve marketing performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals working in marketing management positions who are responsible for implementing and monitoring organisational marketing strategies. In this role they would usually lead and coordinate a marketing team, implement the marketing plan, monitor the performance of marketing strategies and evaluate their effectiveness. They also involve team members in identifying improvements to marketing strategies and formulating recommendations for future marketing activities.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Implement marketing strategies and tactics | <p>1.1. Brief <b><i>stakeholders</i></b> who participated in the <b><i>marketing</i></b> planning process on their implementation roles and responsibilities</p> <p>1.2. Identify and brief marketing and <b><i>non-marketing personnel</i></b> critical to the success of the marketing plan, on the objectives of the plan, performance measures, and their roles and responsibilities</p> <p>1.3. Prioritise marketing strategies and identify <b><i>resources</i></b> for their implementation, in accordance with organisational requirements</p> <p>1.4. Implement communication and team building strategies to ensure that personnel responsible for each element of the <b><i>marketing mix</i></b> work together to meet the organisation's marketing objectives</p> <p>1.5. Implement strategies for monitoring marketing activities and analysing marketing performance, in</p> |



| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | accordance with the marketing plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2. Monitor marketing strategies and tactics   | <p>2.1. Monitor and implement promotional activity against communication objectives in the marketing plan</p> <p>2.2. Monitor product, pricing and distribution decisions against organisational policy and the objectives of the marketing plan</p> <p>2.3. Monitor marketing results against targets in the marketing plan</p> <p>2.4. Monitor marketing revenue and costs against budget, and analyse record variations</p> <p>2.5. Prepare and present marketing reports that indicate ongoing progress towards marketing objectives</p>                                               |
| 3. Evaluate and improve marketing performance | <p>3.1. Regularly assess marketing performance against objectives</p> <p>3.2. Identify opportunities for improvement through discussion with customers and personnel responsible for each element of the marketing mix</p> <p>3.3. Change business practices in line with changing customer requirements to maintain business relevance and viability</p> <p>3.4. Document recommendations for improvement in accordance with organisational requirements</p> <p>3.5. Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to prepare complex reports on marketing performance
- numeracy skills to analyse marketing performance, revenue and cost
- teamwork skills to manage a marketing team.

#### Required knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

- organisational strategic and marketing objectives, plans and performance measures
- principles of the marketing mix
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
  - ethical principles
  - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - privacy laws
  - Trade Practices Act.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- successfully implementing marketing strategies identified in an organisation's marketing plan
- coordinating personnel involved in conducting marketing activities
- monitoring, evaluating and reporting on marketing activities against defined objectives
- modifying marketing activities in line with new or emerging trends.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to office equipment and resources
- access to organisational and marketing strategic plans.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• assessment of written reports on marketing performance</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of team management activities</li> <li>• observation of presentations on marketing performance reports</li> <li>• oral or written questioning</li> <li>• review of authenticated documents from the workplace or training environment</li> <li>• review of testimony from team members, colleagues, supervisors or managers.</li> </ul> |
| <b>Guidance information for assessment</b> | <ul style="list-style-type: none"> <li>• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</li> <li>• other marketing units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                              |
| <b><i>Stakeholders</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Board of directors</li> <li>• finance staff</li> <li>• human resources staff</li> <li>• IT staff</li> <li>• managers</li> <li>• marketing personnel</li> <li>• owners</li> <li>• production staff</li> <li>• supervisors</li> </ul> |
| <b><i>Marketing</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• business-to-business marketing</li> <li>• direct marketing</li> </ul>                                                                                                                                                               |

| <b>RANGE STATEMENT</b>                             |                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | <ul style="list-style-type: none"> <li>• ideas marketing</li> <li>• marketing of goods</li> <li>• public sector marketing</li> <li>• services marketing</li> <li>• telemarketing</li> </ul>                                                                                                                                                                  |
| <i><b>Non-marketing personnel</b></i> may include: | <ul style="list-style-type: none"> <li>• advertising personnel</li> <li>• managers</li> <li>• public relations personnel</li> <li>• sales manager</li> <li>• sales team</li> <li>• staff</li> <li>• supervisors</li> </ul>                                                                                                                                   |
| <i><b>Resources</b></i> may include:               | <ul style="list-style-type: none"> <li>• financial</li> <li>• human</li> <li>• IT</li> <li>• physical</li> <li>• technical</li> </ul>                                                                                                                                                                                                                        |
| <i><b>Marketing mix</b></i> may include:           | <ul style="list-style-type: none"> <li>• distribution</li> <li>• level of service</li> <li>• pricing</li> <li>• product or service variables such as:               <ul style="list-style-type: none"> <li>• design</li> <li>• quality</li> <li>• range</li> <li>• safety features</li> <li>• technical features</li> </ul> </li> <li>• promotion</li> </ul> |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                  |
|-------------------------|----------------------------------|
| <b>Competency field</b> | Business Development - Marketing |
|-------------------------|----------------------------------|

**Co-requisite units**

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## BSBREL401A Establish networks

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop and maintain business networks        | <p>1.1. Use appropriate <b><i>network strategies</i></b> to establish and maintain relationships that promote the development of business opportunities</p> <p>1.2. Identify and pursue network opportunities to maximise a range of contacts</p> <p>1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits</p> <p>1.4. Participate in <b><i>professional networks and associations</i></b> to obtain and maintain personal knowledge and skills</p> |
| 2. Establish and maintain business relationships | <p>2.1. Develop and maintain relationships to promote benefits consistent with <b><i>organisational/client requirements</i></b></p> <p>2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices</p> <p>2.3. Use a high level of <b><i>negotiation skills</i></b> to encourage positive outcomes</p> <p>2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques</p>                                     |

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | 2.5. Seek specialist advice in the development of contacts where appropriate                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3. Promote the relationship | 3.1. Develop strategies to represent and promote the interests and requirements of the relationship<br>3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship<br>3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally<br>3.4. Obtain <b>feedback</b> to identify and develop ways to improve promotional activities within available opportunities |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

#### Required knowledge

- client or organisational policies, plans and procedures
- related organisations, agencies and networks
- trends and forecasts for relevant industries, services and products.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the



| <b>EVIDENCE GUIDE</b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Overview of assessment</b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                          | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• establishing contacts and participating in networks</li> <li>• identifying opportunities for networking</li> <li>• knowledge of related organisations, agencies and networks</li> <li>• maintaining records of relevant contacts.</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
| <b>Context of and specific resources for assessment</b>                                                                      | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• access to examples of networking strategies and documentation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                                                                                                  | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of documentation communicating issues, policies and practices of the relationship to a range of audiences</li> <li>• evaluation of promotional strategies</li> <li>• observation of negotiation of solutions between groups and individuals</li> <li>• observation of promotional presentations.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                   | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• interpersonal communication units</li> <li>• other relationship management units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Network strategies</i></b> may include:                        | <ul style="list-style-type: none"> <li>• association memberships</li> <li>• conference participation</li> <li>• distributing materials</li> <li>• individual marketing</li> <li>• maintaining regular contact</li> <li>• seminar attendance</li> </ul>                                                                                                                                                                                                                                                                                     |
| <b><i>Professional networks and associations</i></b> may include:    | <ul style="list-style-type: none"> <li>• advisory committees</li> <li>• colleagues</li> <li>• committees</li> <li>• government agencies</li> <li>• internal/external customers</li> <li>• lobby groups</li> <li>• local inter-agency groups</li> <li>• other organisations</li> <li>• professional/occupational associations</li> <li>• project specific ad hoc consultative/reference groups</li> <li>• specific interest or support groups</li> <li>• suppliers</li> <li>• work team</li> </ul>                                          |
| <b><i>Organisational/client requirements</i></b> may be included in: | <ul style="list-style-type: none"> <li>• access and equity principles and practices</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• marketing plan</li> <li>• occupational health and safety policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> </ul> |

| RANGE STATEMENT                               |                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Negotiation skills</i></b> may include: | <ul style="list-style-type: none"> <li>• assertiveness</li> <li>• bargaining</li> <li>• collaboration</li> <li>• confidence building</li> <li>• conflict reduction</li> <li>• empathising</li> <li>• offers and counter offers</li> <li>• solution designing</li> <li>• stress management</li> </ul> |
| <b><i>Feedback</i></b> may include:           | <ul style="list-style-type: none"> <li>• accuracy and sufficiency of information</li> <li>• appropriateness of audience</li> <li>• benefits to organisation</li> <li>• impact of message</li> <li>• liaison with networks</li> <li>• participation of competitors</li> <li>• use of media</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                 |
|------------------|-------------------------------------------------|
| Competency field | Stakeholder Relations - Relationship Management |
|------------------|-------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBRES401A Analyse and present research information

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather and organise information  | <p>1.1. Gather and organise <b>information</b> in a format suitable for analysis, interpretation and dissemination in accordance with <b>organisational requirements</b></p> <p>1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements</p> <p>1.3. Ensure that <b>methods of collecting information</b> are reliable and make efficient use of resources in accordance with organisational requirements</p> <p>1.4. Identify research requirements for combining online research with non-electronic sources of information</p> <p>1.5. Use <b>business technology</b> to access, organise and monitor information in accordance with organisational requirements</p> <p>1.6. Update, modify, maintain and store information, in accordance with organisational requirements</p> |
| 2. Research and analyse information | <p>2.1. Clearly define <b>objectives of research</b> ensuring consistency with organisational requirements</p> <p>2.2. Ensure that data and <b>research strategies</b> used are valid and relevant to the requirements of the research and make efficient use of available resources</p> <p>2.3. Identify <b>key words and phrases</b> for use as part of any online search strategy, including the use of <b>Boolean operators</b> and other search tools</p>                                                                                                                                                                                                                                                                                                                                                                                                  |

| ELEMENT                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>2.4. Use reliable <b>methods of data analysis</b> that are suitable to research purposes</p> <p>2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and <b>business objectives</b></p>                                                                                                                                                                                                         |
| 3. Present information | <p>3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology</p> <p>3.2. Structure and format reports in a clear manner that conforms to organisational requirements</p> <p>3.3. Report and distribute research findings in accordance with organisational requirements</p> <p>3.4. Obtain <b>feedback</b> and comments on suitability and sufficiency of findings in accordance with organisational requirements</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe

**REQUIRED SKILLS AND KNOWLEDGE**

- recording practices
- organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations
- research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- presenting information and data
- maintaining and handling data and documents systematically
- analysing and interpreting data to support organisational activities
- knowledge of research processes and strategies to identify new sources of information.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of research tasks and resources.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations
- review of documentation outlining recommendations and issues

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                       |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• review of reports outlining research findings.</li> </ul>                                                                                                                                                                    |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• general administration units</li> <li>• IT use units</li> <li>• Governance units</li> </ul> |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b><i>Information</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• demographic data</li> <li>• service delivery records</li> <li>• computer databases (library catalogue, customer records, subscription database, internet)</li> <li>• computer files (letters, memos and other documents)</li> <li>• correspondence (faxes, memos, letters, email)</li> <li>• financial figures</li> <li>• forms (insurance forms, membership forms)</li> <li>• information on training needs</li> <li>• invoices (from suppliers, to debtors)</li> <li>• marketing reports/plans/budgets</li> <li>• personnel records (personal details, salary rates)</li> <li>• production targets</li> <li>• sales records (monthly forecasts, targets achieved)</li> </ul> |
| <b><i>Organisational requirements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• anti-discrimination and related policy</li> <li>• business and performance plans</li> <li>• Code of Conduct/Code of Ethics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



| <b>RANGE STATEMENT</b>                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <ul style="list-style-type: none"> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• information protocols</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• OHS policies, procedures and programs</li> <li>• procedures for updating records</li> <li>• quality assurance and/or procedures manuals</li> <li>• security and confidentiality requirements</li> </ul> |
| <b>Methods of collecting information</b> may include: | <ul style="list-style-type: none"> <li>• checking research provided by others</li> <li>• checking written material including referrals and client files</li> <li>• individual research</li> <li>• information from other organisations</li> <li>• interviews with community members, colleagues/customers</li> <li>• observation and listening</li> <li>• previous file records</li> <li>• questioning (in person or indirect)</li> <li>• recruitment applications and other forms</li> </ul>                                                |
| <b>Business technology</b> may include:               | <ul style="list-style-type: none"> <li>• answering machine</li> <li>• computer</li> <li>• fax machine</li> <li>• photocopier</li> <li>• telephone</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Objectives of research</b> may include:            | <ul style="list-style-type: none"> <li>• comparative analysis</li> <li>• hypothesis testing</li> <li>• identification of trends</li> <li>• industry pricing policies</li> <li>• process mapping</li> <li>• situational diagnosis</li> </ul>                                                                                                                                                                                                                                                                                                  |
| <b>Research strategies</b> may include:               | <ul style="list-style-type: none"> <li>• data analysis</li> <li>• documentation reviews</li> <li>• focus groups</li> <li>• interviewing colleagues and clients</li> <li>• online searching</li> <li>• product sampling</li> <li>• subscription databases</li> </ul>                                                                                                                                                                                                                                                                          |

| <b>RANGE STATEMENT</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key words and phrases</b> may include:    | <ul style="list-style-type: none"> <li>• American spellings when searching online</li> <li>• cultural or geographic terms</li> <li>• using different thesauri in different databases</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Boolean operators</b> may include:        | <ul style="list-style-type: none"> <li>• exclude - / NOT</li> <li>• include +/ AND</li> <li>• or</li> <li>• phrase searching " "( )</li> <li>• variations, depending on the resource being used</li> </ul>                                                                                                                                                                                                                                                                |
| <b>Methods of data analysis</b> may include: | <ul style="list-style-type: none"> <li>• data sampling</li> <li>• feedback on results</li> <li>• peer review</li> <li>• review of previous research</li> <li>• statistical analysis</li> </ul>                                                                                                                                                                                                                                                                            |
| <b>Business objectives</b> may include:      | <ul style="list-style-type: none"> <li>• community capacity building</li> <li>• community development</li> <li>• service provision</li> <li>• business planning</li> <li>• financial performance</li> <li>• flexibility, responsiveness</li> <li>• interpersonal communication</li> <li>• marketing and customer service</li> <li>• organisational values and behaviours</li> <li>• people management</li> <li>• work procedures and quality assurance manuals</li> </ul> |
| <b>Feedback</b> may include:                 | <ul style="list-style-type: none"> <li>• audit documentation and reports</li> <li>• comments from community, board members, clients and colleagues</li> <li>• customer satisfaction questionnaires</li> <li>• quality assurance data</li> <li>• returned goods</li> </ul>                                                                                                                                                                                                 |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                  |                                 |
|------------------|---------------------------------|
| Competency field | Knowledge Management - Research |
|------------------|---------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBRSK401A Identify risk and apply risk management processes

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p> <p>In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify risks             | 1.1. Identify the <b><i>context</i></b> for risk management<br>1.2. Identify <b><i>risks</i></b> using <b><i>tools</i></b> , ensuring all reasonable steps have been taken to identify all risks<br>1.3. Document identified risks in accordance with relevant policies, procedures and legislation |
| 2. Analyse and evaluate risks | 2.1. Analyse and document risks in consultation with relevant <b><i>stakeholders</i></b><br>2.2. Undertake <b><i>risk categorisation</i></b> and determine <b><i>level of risk</i></b><br>2.3. Document analysis processes and outcomes                                                             |
| 3. Treat risks                | 3.1. Determine appropriate <b><i>control measures</i></b> for risks and assess for strengths and weaknesses<br>3.2. Identify control measures for all risks                                                                                                                                         |

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>3.3.Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures</p> <p>3.4.Choose and implement control measures for own area of operation and/or responsibilities</p> <p>3.5.Prepare and implement treatment plans</p> |
| 4. Monitor and review effectiveness of risk treatment/s | <p>4.1.Regularly review implemented treatment/s against <b><i>measures of success</i></b></p> <p>4.2.Use review results to improve the treatment of risks</p> <p>4.3.Provide assistance to auditing risk in own area of operation</p> <p>4.4.Monitor and review management of risk in own area of operation</p>                              |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills sufficient to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- research and data collection skills to monitor and evaluate risks
- problem-solving skills to appropriately address identified risks.

#### Required knowledge

- Australian and international standards for risk management
- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety
- organisational policies and procedures relating to risk management processes and

**REQUIRED SKILLS AND KNOWLEDGE**

- strategies
- auditing requirements relating to risk management.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- identification, analysis and evaluation of risks
- demonstrated understanding of personal role in relation to wider organisational or project context
- demonstrated understanding of risk management processes and procedures.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to workplace documentation relating to risk management
- access to risk management tools and frameworks.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of documentation outlining risk analysis processes and outcomes
- analysis of responses to case studies and scenarios
- oral or written questioning to assess knowledge of Australian and international standards for risk management
- review of implementation of treatment plans.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

**EVIDENCE GUIDE**

- general administration units
- other risk management units.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Context*** may include:

- any related projects or organisations
- any resources, including physical assets, which are vital to operations
- key operational elements and service of the organisation
- organisation or project, how it is organised and its capabilities
- own role and responsibilities in relation to overall project or organisation design

***Risks*** may include:

- commercial and legal relationships
- economic circumstances and scenarios
- human behaviour
- individual activities
- management activities and controls
- natural events
- political circumstances
- positive risk
- technology - technological issues

***Tools*** may include:

- documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence
- standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures
- tools to prioritise risks, including where relevant, numerical scoring systems for risks



| <b>RANGE STATEMENT</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stakeholders</b> may include:        | <ul style="list-style-type: none"> <li>• contractors</li> <li>• employees</li> <li>• financial managers</li> <li>• insurance agents</li> <li>• managers</li> <li>• public</li> <li>• service providers</li> <li>• suppliers</li> <li>• unions</li> <li>• volunteers</li> </ul>                                                                                                                                                                  |
| <b>Risk categorisation</b> may include: | <ul style="list-style-type: none"> <li>• likelihood of risks: <ul style="list-style-type: none"> <li>• almost certain</li> <li>• likely</li> <li>• possible</li> <li>• unlikely</li> <li>• rare</li> </ul> </li> <li>• consequences of risks: <ul style="list-style-type: none"> <li>• insignificant</li> <li>• minor</li> <li>• moderate</li> <li>• major</li> <li>• catastrophic</li> <li>• current control measures</li> </ul> </li> </ul>   |
| <b>Level of risk</b> may include:       | <ul style="list-style-type: none"> <li>• low, treated with routine procedures</li> <li>• moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented</li> <li>• high, requiring action, as it has potential to be damaging to the organisation or project</li> <li>• extreme, requiring immediate action, as it has potential to be devastating to the organisation or project</li> </ul> |
| <b>Control measures</b> may include:    | <ul style="list-style-type: none"> <li>• hierarchy of controls: <ul style="list-style-type: none"> <li>• reduction in likelihood of risks</li> <li>• reduction of consequences of risks</li> <li>• retention of risks</li> <li>• risk aversion</li> <li>• transfer of responsibility of risks</li> </ul> </li> </ul>                                                                                                                            |

**RANGE STATEMENT**

|                                                |                                                                                                                                                                   |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Measures of success</i></b> may include: | <ul style="list-style-type: none"> <li>• costs</li> <li>• reductions in impact</li> <li>• reductions in likelihood</li> <li>• reductions in occurrence</li> </ul> |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>Competency field</b> | Regulation, Licensing and Risk - Risk Management |
|-------------------------|--------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBRSK501B Manage risk

### Modification History

| Release   | Comments                                                                                                                                                                                                                        |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required knowledge updated to incorporate current Australian Standards.</p> <p>Replaces BSBRSK501A Manage risk</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area.

### Application of the Unit

This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting.

This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish risk context          | 1.1 Review organisational processes, procedures and requirements for undertaking <b>risk</b> management<br>1.2 Determine <b>scope</b> for risk management process<br>1.3 Identify internal and external stakeholders and their issues<br>1.4 Review political, economic, social, legal, technological and policy context<br>1.5 Review strengths and weaknesses of existing arrangements<br>1.6 Document critical success factors, goals or objectives for area included in scope<br>1.7 Obtain support for risk management activities<br>1.8 Communicate with <b>relevant parties</b> about the risk management process and invite participation |
| 2. Identify risks                  | 2.1 Invite relevant parties to assist in the identification of risks<br>2.2 <b>Research</b> risks that may apply to scope<br>2.3 Use <b>tools and techniques</b> to generate a list of risks that apply to the scope, in consultation with relevant parties                                                                                                                                                                                                                                                                                                                                                                                       |
| 3. Analyse risks                   | 3.1 Assess <b>likelihood</b> of risks occurring<br>3.2 Assess <b>impact or consequence</b> if risks occur<br>3.3 <b>Evaluate</b> and prioritise risks for treatment                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4. Select and implement treatments | 4.1 Determine and select most appropriate <b>options</b> for treating risks<br>4.2 Develop an <b>action plan</b> for implementing risk treatment<br>4.3 Communicate risk management processes to relevant parties<br>4.4 Ensure all documentation is in order and appropriately stored                                                                                                                                                                                                                                                                                                                                                            |

|  |                                                                               |
|--|-------------------------------------------------------------------------------|
|  | 4.5 Implement and monitor action plan<br>4.6 Evaluate risk management process |
|--|-------------------------------------------------------------------------------|

## Required Skills and Knowledge

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

### Required skills

- communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement
- organisational and management skills to plan and implement risk management processes
- problem-solving and innovation skills to find practical ways to manage identified risks.

### Required knowledge

- AS/NZS ISO 31000:2009 Risk Management - Principles and Guidelines
- legislation, codes of practice and national standards, for example:
  - duty of care
  - company law
  - contract law
  - environmental law
  - freedom of information
  - industrial relations law
  - privacy and confidentiality
  - legislation relevant to organisation's operations
  - legislation relevant to operation as a business entity
- organisational policies and procedures, including:
  - risk management strategy
  - policies and procedures for risk management
- overall operations of organisation
- reasonable adjustment in the workplace for people with a disability
- types of available insurance and insurance providers.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks</li> <li>• details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks</li> <li>• knowledge of relevant legislation, codes of practice and national standards.</li> </ul>                                                                                                                                                                                                                                                                              |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to workplace documentation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of risk management policies and procedures</li> <li>• review of documented critical success factors, and goals or objectives for area</li> <li>• review of risks prioritised for treatment</li> <li>• evaluation of action plan for implementing risk treatment</li> <li>• evaluation of documentation communicating risk management processes to relevant parties.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• financial management units, governance units, human resource management units, or technology units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                             |                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risks</b> may include those relating to: | <ul style="list-style-type: none"> <li>• commercial relationships</li> <li>• economic circumstances and scenarios</li> <li>• human behaviour</li> <li>• individual activities</li> <li>• legislation</li> <li>• management activities and controls</li> <li>• natural events</li> <li>• political circumstances</li> <li>• technology.</li> </ul>                 |
| <b>Scope</b> may apply to:                  | <ul style="list-style-type: none"> <li>• given project</li> <li>• specific business unit or area</li> <li>• specific functional such as: <ul style="list-style-type: none"> <li>• financial management</li> <li>• OHS</li> <li>• governance</li> </ul> </li> <li>• external environment</li> <li>• internal environment</li> <li>• whole organisation.</li> </ul> |
| <b>Relevant parties</b> may include:        | <ul style="list-style-type: none"> <li>• all staff</li> <li>• internal and external stakeholders</li> <li>• senior management</li> <li>• specific teams or business units</li> <li>• technical experts.</li> </ul>                                                                                                                                                |
| <b>Research</b> may include:                | <ul style="list-style-type: none"> <li>• data or statistical information</li> <li>• information from other business areas</li> <li>• lessons learned from other projects or activities</li> <li>• market research</li> <li>• previous experience</li> <li>• public consultation</li> <li>• review of literature and other information sources.</li> </ul>         |
| <b>Tools and techniques</b> may include:    | <ul style="list-style-type: none"> <li>• brainstorm</li> <li>• checklists</li> <li>• fishbone diagrams</li> </ul>                                                                                                                                                                                                                                                 |

|                                            |                                                                                                                                                                                                                                                        |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• flowcharts</li> <li>• scenario analysis.</li> </ul>                                                                                                                                                           |
| <b>Likelihood</b> may refer to:            | <ul style="list-style-type: none"> <li>• probability of a given risk occurring, such as: <ul style="list-style-type: none"> <li>• very likely</li> <li>• likely</li> <li>• possible</li> <li>• unlikely</li> <li>• rare.</li> </ul> </li> </ul>        |
| <b>Impact or consequence</b> may refer to: | <ul style="list-style-type: none"> <li>• significance of outcomes if the risk occurs, such as: <ul style="list-style-type: none"> <li>• disastrous</li> <li>• severe</li> <li>• moderate impact</li> <li>• minimal impact.</li> </ul> </li> </ul>      |
| <b>Evaluation</b> of risks includes:       | <ul style="list-style-type: none"> <li>• considering the likelihood of the risk occurring</li> <li>• considering the impact of the risk</li> <li>• determining which risks are most significant and are therefore priorities for treatment.</li> </ul> |
| <b>Options</b> may include:                | <ul style="list-style-type: none"> <li>• avoiding the risk</li> <li>• changing the consequences</li> <li>• changing the likelihood</li> <li>• retaining the risk</li> <li>• sharing the risk with a third party.</li> </ul>                            |
| <b>Action plans</b> should include:        | <ul style="list-style-type: none"> <li>• what actions are required</li> <li>• who is taking responsibility</li> <li>• time lines</li> <li>• monitoring processes.</li> </ul>                                                                           |

## Unit Sector(s)

Management and Leadership – Management

## Custom Content Section

Not applicable.



## BSBSMB303A Organise finances for the micro business

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to investigate the financial capacity to enter into a micro business, to determine the projected cash flow, to source finances and to monitor the profitability of the business.</p> <p>Specific legal requirements apply to the management of a micro business.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ascertain own financial position and the ability to provide capital/equity for the business | <p>1.1. Realistically detail <b><i>personal, family or community financial situation</i></b> in terms of funds available and commitments already incurred</p> <p>1.2. Determine equity finance and assets available for micro business from personal, family or community sources</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2. Determine projected cash flow for the business                                              | <p>2.1. Determine the level of forecast business activity over a year and the business mix</p> <p>2.2. Estimate <b><i>establishment costs</i></b> for the business and repayment schedule for borrowings</p> <p>2.3. Calculate the monthly variable and fixed costs needed to conduct business activity over a year</p> <p>2.4. Estimate personal drawings needed to be taken from the business</p> <p>2.5. Estimate the monthly income generated by the business for a year based on price per unit item or hourly charge rate for labour</p> <p>2.6. Develop a cash flow budget for the first year of business operation</p> <p>2.7. Seek <b><i>professional advice</i></b> to estimate goods and services tax and operating finance required for the business</p> |
| 3. Source the required                                                                         | 3.1. Estimate required funding to establish and run the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| ELEMENT                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| funds to establish the business          | <p>business based on expected sales and activity levels, available finances and commitments</p> <p>3.2. Investigate methods of accessing alternative <b><i>sources of finance</i></b></p> <p>3.3. Identify strategies for meeting financial obligations</p> <p>3.4. Implement plans to access available funds as required</p>                                             |
| 4. Monitor profitability of the business | <p>4.1. Maintain and review monthly expenditure and income records</p> <p>4.2. Compare equity at beginning and end of a year to estimate business performance</p> <p>4.3. Assess the <b><i>financial viability</i></b> of the business after a year of operation</p> <p>4.4. Seek professional advice on depreciation, insurance and tax implications of the business</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- analytical skills to determine the viability of the business
- literacy skills to interpret financial reports and to complete relevant forms requested by financial bodies
- numeracy skills to calculate basic revenue and expense forecasts, and to estimate the funding needed to establish and run the business
- research skills to source financial information.

#### Required knowledge

- basic budgeting
- basic costing for the business
- financial commitments and requirements
- financial reports and terminology
- methods and relative costs of obtaining finance
- own financial position
- sources of advice and assistance.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• investigation of own financial position and needs</li> <li>• investigation of projected cash flow for the business</li> <li>• estimation of the funding needed to establish and operate the business</li> <li>• assessment of the financial viability of the business</li> <li>• knowledge of basic budgeting.</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to relevant documentation</li> <li>• candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• problem-solving scenario which requires candidate to assess the financial viability of a proposed micro business in candidate's geographical location; the scenario should include opportunities for the candidate to calculate expenses and commitments against expected income</li> <li>• oral or written questioning to assess knowledge of financial reports and terminology</li> <li>• review of estimated establishment costs for the business and repayment schedule for borrowings</li> <li>• review of plans implemented to access available funds.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBSMB302A Develop a micro business proposal</li> <li>• BSBSMB304A Determine resource requirements for the micro business.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Personal, family or community financial situation</i></b> may include: | <ul style="list-style-type: none"> <li>• education and other expenses               <ul style="list-style-type: none"> <li>• equity available through capital, savings and assets</li> </ul> </li> <li>• existing loan repayments and/or other debt repayments</li> <li>• family, community or cultural commitments and obligations</li> <li>• living expenses such as rent, food, clothing for self and family</li> </ul> |
| <b><i>Establishment costs</i></b> may include:                               | <ul style="list-style-type: none"> <li>• capital equipment</li> <li>• insurance costs</li> <li>• purchase price</li> <li>• start-up costs</li> </ul>                                                                                                                                                                                                                                                                       |
| <b><i>Professional advice</i></b> may include:                               | <ul style="list-style-type: none"> <li>• accountants</li> <li>• business brokers/business consultants</li> <li>• government agencies</li> <li>• industry/trade associations</li> <li>• online gateways</li> <li>• mentors</li> </ul>                                                                                                                                                                                       |
| <b><i>Sources of finance</i></b> may include:                                | <ul style="list-style-type: none"> <li>• banks and/or other finance providers</li> <li>• business finance</li> <li>• family or community equity</li> <li>• family or community loans/resources</li> <li>• government grants and other sources</li> <li>• personal equity               <ul style="list-style-type: none"> <li>• private capital</li> <li>• royalties</li> <li>• venture capital</li> </ul> </li> </ul>     |
| <b><i>Financial viability</i></b> may include:                               | <ul style="list-style-type: none"> <li>• return on capital</li> <li>• return on labour</li> </ul>                                                                                                                                                                                                                                                                                                                          |

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                      |
|-------------------------|------------------------------------------------------|
| <b>Competency field</b> | Management and Leadership - Small and Micro Business |
|-------------------------|------------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro business

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to outline the regulatory, taxation and insurance compliance requirements of a micro business; and to source advice and specialist services to assist business owners/managers in satisfying these requirements and needs.</p> <p>Specific legal requirements apply to the management of a micro business.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify the regulatory, taxation and insurance requirements of the business | <p>1.1. Identify <b>regulatory, taxation and insurance requirements</b> that might be relevant to the operation of the business</p> <p>1.2. Gather <b>information</b> that assists in interpreting and explaining the regulatory, taxation and insurance requirements</p> <p>1.3. Investigate the relationships between legislation, regulations, codes of practice, associated standards and written material to determine compliance requirements of the business</p>                                                                                                                  |
| 2. Develop procedures to ensure compliance and risk minimisation                | <p>2.1. Identify business advisers and other sources of assistance relevant to compliance requirements and type of business</p> <p>2.2. Explain to advisers business type and operations, covering the full scope of the business</p> <p>2.3. Clarify and confirm compliance requirements and risk minimisation needs with advisers</p> <p>2.4. Establish <b>sources of advice and specialist services</b> for regulatory, taxation and insurance compliance</p> <p>2.5. Review advice and procedures against the compliance requirements and their appropriateness for the business</p> |
| 3. Implement compliance                                                         | <p>3.1. Implement procedures within the guidelines</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



| ELEMENT    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                  |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| procedures | <p>provided</p> <p>3.2. Take action to ensure that the business complies with the relevant taxation and business registration requirements, legislation, regulations, codes of practice and associated standards</p> <p>3.3. Arrange appropriate insurance cover for the business</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to question and seek clarification from advisers on regulatory, taxation or insurance matters
- literacy skills to interpret relevant regulatory, taxation and insurance information
- research skills to investigate compliance requirements.

#### Required knowledge

- business registration and licensing requirements
- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- nature of legal responsibility
- relevant industry codes of practice
- relevant OHS responsibilities and procedures
- sources of advice and specialist services
- sources of information about regulatory, taxation and insurance requirements and issues
- taxation requirements.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidelines for the Training Package.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• identification of regulatory, taxation and insurance compliance requirements and risk minimisation needs of the business</li> <li>• identification of sources of advice on compliance and risk minimisation procedures for the business</li> <li>• development and review of procedures for compliance and risk minimisation (with assistance from advisers)</li> <li>• knowledge of legislative requirements affecting business operation.</li> </ul>                                                                                                                                            |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to relevant documentation</li> <li>• candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• oral or audio-visual presentation of a case study of a micro business in similar field and location as candidate's proposal</li> <li>• portfolio of evidence including identification of relevant compliance and risk minimisation needs for the micro business, and development of risk minimisation and compliance procedures (with assistance from advisers)</li> <li>• review of implementation of procedures</li> <li>• review of insurance cover arranged for the business.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBSMB302A Develop a micro business proposal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Regulatory, taxation and insurance requirements*** may include:

- local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
  - Acts and regulations
  - industry and OHS codes of practice
  - business registrations and licences
  - planning and other permissions
  - environmental legislation
  - industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care
  - equal employment opportunity (EEO) and anti-discrimination legislation
  - anti-competition regulations

***Information gathered*** may include:

- government agencies
- industry associations
- internet
- written material

***Taxation*** requirements may include:

- Australian Business Number
- Business Activity Statement and goods and services tax (GST) returns
- GST registration
- PAYG and withholding arrangements
- tax file number

***Insurance*** requirements may include:

- comprehensive insurance for vehicles/property
- professional indemnity insurance
- public liability insurance
- third party insurance on motor vehicles
- workers compensation
- other insurance cover as required by state/territory or commonwealth legislation, contractual obligations or as recommended for

| RANGE STATEMENT                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | the industry/type of business                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Sources of advice and specialist services</i></b> may include: | <ul style="list-style-type: none"> <li>• accountants <ul style="list-style-type: none"> <li>• business advisers</li> <li>• financial planners and insurance brokers</li> <li>• funding bodies</li> <li>• government agencies (for example, Indigenous Business Australia, Office of Aboriginal Economic Development)</li> <li>• industry/trade associations</li> <li>• insurance brokers</li> </ul> </li> <li>• lawyers</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                      |
|------------------|------------------------------------------------------|
| Competency field | Management and Leadership - Small and Micro Business |
|------------------|------------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBSMB403A Market the small business

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This work is undertaken by individuals who operate a small business.</p> <p>This unit is suitable for micro and small businesses or a department in a larger organisation.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop marketing strategies               | <p>1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan</p> <p>1.2. Evaluate the customer base and target market for the small business as a basis for the <b><i>marketing objectives and strategies</i></b></p> <p>1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with <b><i>relevant people</i></b> and in accordance with the business plan</p>                                          |
| 2. Determine a marketing mix for the business | <p>2.1. Balance product mix, volumes and pricing to optimise sales and profit</p> <p>2.2. Evaluate the costs and benefits of using different <b><i>distribution channels</i></b> and/or providing different <b><i>levels of customer service</i></b> and consider the results in determining the <b><i>marketing mix</i></b></p> <p>2.3. Determine promotional activities to suit the target market</p> <p>2.4. Consider customer needs and preferences in determining the marketing mix</p> <p>2.5. Determine the marketing mix according to market and business needs</p> |
| 3. Implement marketing                        | <p>3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| ELEMENT                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| strategies                                   | <p>of marketing strategies</p> <p>3.2. Plan and implement <b><i>promotional activities</i></b>, in accordance with marketing objectives and budgetary requirements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4. Monitor and improve marketing performance | <p>4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan</p> <p>4.2. Analyse <b><i>performance gaps</i></b> and take corrective action or set new targets</p> <p>4.3. Encourage all relevant people to propose ways to improve marketing performance</p> <p>4.4. Seek and analyse <b><i>customer reaction</i></b> to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes</p> <p>4.5. Conduct ongoing research of customer requirements to identify opportunities for change and improvement</p> <p>4.6. Monitor and investigate changes in the market for new opportunities to aid business development</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to question, clarify and report
- literacy and numeracy skills to research information, to analyse data and to interpret market data.

#### Required knowledge

- industry market trends
- methods of analysing costs and benefits of marketing strategies
- methods of developing marketing objectives and marketing mix
- methods of monitoring customer satisfaction
- relevant market analysis and research
- relevant marketing concepts and methods.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan
- implementing and monitoring the marketing strategy/plan to optimise the chances of small business success
- knowledge of relevant marketing concepts and methods.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to relevant documentation
- candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- portfolio of evidence including marketing strategy and monitoring of marketing performance
- oral or written questioning to assess knowledge of industry market trends
- review of analysis of performance gaps and corrective action taken or new targets set
- review of promotional activities implemented.

#### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBSMB404A Undertake small business planning.



## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Marketing objectives and strategies*** may include:

- achieving lower costs of production and distribution than competitors
- creating a very different product line or service so that the business becomes a class leader in the industry
- distribution
- pricing, presentation and display of products/services
- product design and packaging
- product range and mix
- promotion and advertising
- pursuing cost leadership and/or product differentiation within a specialist market segment

***Relevant people*** may include:

- accountant or other specialist services
- family members, work team members, sub-contractors, community members
- franchise agency
- financial backers, clients
- owner/operator, partners, directors, shareholders
- regulatory bodies
- trade or industry associations

***Distribution channels*** may include:

- dealer, re-seller, franchisee
- distributor, delivery service, mail order, telesales
- self-access, wholesale, retail

***Levels of customer service*** may include:

- after sales service
- one-on-one personal service
- sales assistance for problems/queries only

***Marketing mix*** may include:

- distribution
- level of service
- pricing

| RANGE STATEMENT                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <ul style="list-style-type: none"> <li>• promotion</li> <li>• quality, range</li> <li>• safety features</li> <li>• technical features, design</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Promotional activities</b> may include:          | <ul style="list-style-type: none"> <li>• advertising in national, suburban or local newspapers</li> <li>• advertising on radio or television</li> <li>• canvassing</li> <li>• development of networks and strategic alliances</li> <li>• display posters</li> <li>• exhibitions, in-store promotions</li> <li>• involvement in community projects</li> <li>• mail drops</li> <li>• professional/industry journals</li> <li>• sponsorship</li> <li>• staff development programs to enhance customer service orientation</li> <li>• website</li> <li>• word of mouth, referral, testimonials</li> </ul> |
| <b>Performance gaps</b> may include:                | <ul style="list-style-type: none"> <li>• over achievement of performance targets</li> <li>• under achievement of performance targets</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Customer reaction</b> may be determined through: | <ul style="list-style-type: none"> <li>• customer meetings, focus groups</li> <li>• identification of new business opportunities</li> <li>• informal discussion</li> <li>• sales to contact ratio</li> <li>• survey/other feedback mechanisms</li> <li>• trend analysis</li> </ul>                                                                                                                                                                                                                                                                                                                    |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                      |
|------------------|------------------------------------------------------|
| Competency field | Management and Leadership - Small and Micro Business |
|------------------|------------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBSMB406A Manage small business finances

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business.</p> <p>Specific legal requirements apply to the management of a small business.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                           |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Implement financial plan      | <p>1.1. Identify <b><i>financial information</i></b> requirements and obtain <b><i>specialist services</i></b>, as required, to profitably operate and extend the business in accordance with the business plan</p> <p>1.2. Produce financial budgets/projections, including <b><i>cash flow</i></b> estimates, as required for each forward period, and distribute to <b><i>relevant people</i></b> in accordance with legal requirements</p> <p>1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of <b><i>financial backers</i></b></p> <p>1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements</p> <p>1.5. Develop, monitor and maintain client <b><i>credit policies</i></b>, including contingencies for debtors in default, to maximise cash flow</p> <p>1.6. Select key performance indicators to enable ongoing monitoring of financial performance</p> <p>1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan</p> |
| 2. Monitor financial performance | 2.1. Regularly monitor and report on financial performance targets and analyse data to establish the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                     |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>extent to which the <i>financial plan</i> has been met</p> <p>2.2. Monitor marketing and operational strategies for their effects on the financial plan</p> <p>2.3. Calculate and evaluate <i>financial ratios</i> according to own/industry benchmarks</p> <p>2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- analytical skills to interpret financial data
- communication skills to negotiate capital and to report on performance
- literacy skills to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information.

#### Required knowledge

The following knowledge must be assessed as part of this unit:

- benchmarking
- financial decision making relevant to the business
- financial indicators
- purpose of financial reports
- preparation and interpretation of budget/actual reports
- principles for preparation of balance sheets and their interpretation
- principles for preparation of profit and loss statements and their interpretation
- stock records/stock control relevant to the business.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidelines for the Training Package.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• development, implementation and review of strategies for the ongoing management of finance</li> <li>• maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies</li> <li>• knowledge of purpose of financial reports.</li> </ul>                                                                                                                                                                                                    |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to relevant documentation</li> <li>• candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• portfolio of evidence including financial reports</li> <li>• preparation and review of financial ratios</li> <li>• review of cash flow projections</li> <li>• analysis of development, monitoring and maintenance of client credit policies</li> <li>• oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBSMB402A Plan small business finances</li> <li>• BSBSMB405A Monitor and manage small business operations.</li> </ul>                                                                                                                                                                                                                                                                                         |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                    |
|-------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. It allows for different |

**RANGE STATEMENT**

work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Financial plan*** may include:

- analysis of sales by product/service, identifying where they were sold and to whom
- cash flow estimates for each forward period
- current financial state of the enterprise (or owner/operator)
- estimates of profit and loss projections for each forward period
- financial performance to date (if applicable)
- likely return on investment
- monthly, quarterly or annual returns
- non-recurrent assets calculations
- profit, turnover, capital and equity targets
- projected profit targets, pricing strategies, margins
- projections of likely financial results (budgeting)
- projections, which may vary depending on the importance of such information and the stage in the life of the business
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)
- review of financial inputs required (sources and forms of finance)
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- working in conjunction with external consultants e.g. investment analysts, accountants, financiers

***Financial information*** may include:

- accrual of staff leave/entitlements
- asset management strategies which may include:
  - owning, leasing, sharing, syndicating
  - maintaining and deploying assets
- asset registers
- balance sheets
- bookkeeping/accounting/stock/job costing records
- business activity statements
- business capital
- cash book



| <b>RANGE STATEMENT</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <ul style="list-style-type: none"> <li>• cash flow forecasts</li> <li>• financial budgets</li> <li>• financial indicators, which may be short-, medium- and/or long-term</li> <li>• payroll records, superannuation entitlements</li> <li>• profit and loss statements</li> <li>• ratios for profitability, liquidity/efficiency/financial structure</li> <li>• risk management</li> <li>• statements/forecasts</li> <li>• taxation returns including goods and services tax</li> </ul> |
| <b>Specialist services</b> may include: | <ul style="list-style-type: none"> <li>• accountants</li> <li>• business brokers/business consultants</li> <li>• government agencies</li> <li>• industry/trade associations</li> <li>• lawyers and providers of legal advice</li> <li>• mentors</li> <li>• online gateways</li> <li>• providers of training in accounting software</li> </ul>                                                                                                                                           |
| <b>Cash flow</b> may include:           | <ul style="list-style-type: none"> <li>• anticipated payments</li> <li>• anticipated receipts</li> <li>• customer credit policy/debt recovery</li> <li>• taxation provisions</li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b>Relevant people</b> may include:     | <ul style="list-style-type: none"> <li>• family members</li> <li>• financial backers</li> <li>• franchise agency</li> <li>• owner/operator</li> <li>• partners</li> <li>• regulatory bodies</li> <li>• trade or industry associations</li> </ul>                                                                                                                                                                                                                                        |
| <b>Financial backers</b> may include:   | <ul style="list-style-type: none"> <li>• financiers/banks/lending institutions</li> <li>• leasing and hire purchase financiers</li> <li>• providers of venture capital</li> <li>• shareholders/partners/owners/family/friends</li> </ul>                                                                                                                                                                                                                                                |
| <b>Credit policies</b> may include:     | <ul style="list-style-type: none"> <li>• collateral</li> <li>• credit limits</li> <li>• credit references</li> <li>• debt collection</li> <li>• payment options</li> <li>• proof of Indigenous identity</li> </ul>                                                                                                                                                                                                                                                                      |

| RANGE STATEMENT                      |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <ul style="list-style-type: none"> <li>• trading terms</li> </ul>                                                                                                                                                                                                                                                                                                                                                          |
| <i>Financial ratios</i> may include: | <ul style="list-style-type: none"> <li>• current ratio</li> <li>• days debtors outstanding</li> <li>• days stock on hand</li> <li>• expense percentages</li> <li>• gross profit percentage</li> <li>• liquid ratio</li> <li>• net profit percentage</li> <li>• proprietary/debt ratio</li> <li>• return on investment/return on total assets</li> <li>• staff productivity measures</li> <li>• stock turn rates</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                      |
|------------------|------------------------------------------------------|
| Competency field | Management and Leadership - Small and Micro Business |
|------------------|------------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBSMB407A Manage a small team

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace.</p> <p>Specific legal requirements apply to the management of a small business.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                           |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|                           |  |
|                           |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop staffing plan                      | <p>1.1. Determine <b><i>staffing requirements</i></b> to allow the business to run effectively, in accordance with the business requirements as outlined in the business plan</p> <p>1.2. Identify and compare the existing skills/competencies of owner/s and staff with business requirements to identify any gaps</p> <p>1.3. Develop <b><i>policies and procedures</i></b> for owner/s and staff, in accordance with the business plan</p>                                                                                                                                     |
| 2. Recruit, induct, train and retain the team | <p>2.1. Develop job/position descriptions, competencies required and selection criteria to meet the needs of the business</p> <p>2.2. Judge information obtained from each candidate against specified selection criteria and decide selection in accordance with business needs and legal requirements</p> <p>2.3. Induct new staff members in accordance with the policies and procedures of the business</p> <p>2.4. Make team members aware of their responsibilities and performance requirements as soon as practicable and take opportunities to coach team members who</p> |

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <p>are unfamiliar with the procedures of the business</p> <p>2.5. Develop and implement a <b>staff development program and career paths</b> based on the requirements of business and staff competencies</p> <p>2.6. <b>Advertise staff vacancies</b> appropriately in accordance with staffing plan</p>                                                                                                                                                                                                                                                                                                                              |
| 3. Comply with INDUSTRIAL RELATIONS obligations | <p>3.1. Clarify workplace rights and obligations of employers and employees, in accordance with <b>legal requirements and codes of practice</b></p> <p>3.2. Counsel staff, if required, in a positive and constructive manner and record outcomes accurately</p>                                                                                                                                                                                                                                                                                                                                                                      |
| 4. Maintain staff records                       | <p>4.1. Develop <b>staff records system</b> to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements</p> <p>4.2. Monitor and accurately maintain the system for recording and retrieving personnel and payroll information and seek specialist advice where required</p>                                                                                                                                                                                                                                                                                                       |
| 5. Manage staff                                 | <p>5.1. Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed <b>performance measures</b></p> <p>5.2. Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business</p> <p>5.3. Support and encourage staff, and acknowledge and reward their contribution to the business</p> <p>5.4. Regularly provide opportunities for staff to discuss work related issues</p> <p>5.5. Develop <b>contingency plans</b> to cope with unexpected or extreme situations and take appropriate corrective action as required</p> |
| 6. Review team performance                      | <p>6.1. Develop positive and constructive relationships with and between <b>team members</b></p> <p>6.2. Review and update team objectives in support of business goals on a regular basis in consultation with team members</p> <p>6.3. Identify strengths and weaknesses of team against current and expected work requirements</p> <p>6.4. Schedule time, on a regular basis, for team members to review work operations in order to maintain and improve operational efficiency</p> <p>6.5. Encourage team members to monitor their own</p>                                                                                       |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                              |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>performance, suggest improvements and to identify professional development needs, in accordance with personal and business requirements</p> <p>6.6. Monitor and review staff turnover rate</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- analytical skills to identify workplace skill gaps
- coaching skills
- communication skills to relate to staff
- conflict resolution skills
- literacy skills to interpret legal requirements, to compile reports and to prepare a job/position description
- team building and motivation skills.

#### Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity (EEO), industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- relevant industry awards/enterprise agreements
- staff development and career planning
- staff counselling, grievance and disciplinary procedures
- unfair dismissal legislation and procedures.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>managing a small team including staff selection, staff records, induction, training and development</li> <li>developing and maintaining team performance to enhance business operations</li> <li>knowledge of relevant legislative requirements affecting business operation.</li> </ul>                                                                                                                                                                                                       |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to relevant documentation</li> <li>candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>portfolio of evidence including staff policies and records, and contingency plans</li> <li>oral or written questioning to assess knowledge of staff recruitment procedures, staff development and review programs</li> <li>review of job/position descriptions and selection criteria developed</li> <li>review of documentation monitoring and reviewing staff turnover rate.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>BSBSMB405A Monitor and manage small business operations.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

| <b>RANGE STATEMENT</b>                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Staffing requirements</b> may include:                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• full-time, part-time, permanent, temporary or casual</li> <li>• number of staff</li> <li>• responsibilities, competencies required</li> <li>• self, other owners, family and/or friends</li> <li>• sub-contractors or external advisors/consultants</li> <li>• time commitment, performance expectations</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Policies and procedures</b> must include:                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• complaint and grievance procedures</li> <li>• culturally appropriate entitlements e.g. funeral leave, national/religious days</li> <li>• culturally appropriate procedures e.g. how business will enact cultural requirements for relationships between owner/operator, employees and service providers</li> <li>• employment conditions, equal opportunity, anti-discrimination, cultural diversity</li> <li>• induction and training</li> <li>• OHS</li> <li>• recruitment and selection</li> <li>• performance measures</li> <li>• professional development</li> </ul> |
| <b>Staff development program and career paths</b> may include                                                                                                                                                    | <ul style="list-style-type: none"> <li>• attendance at courses</li> <li>• career planning</li> <li>• coaching</li> <li>• flexible learning</li> <li>• job rotation</li> <li>• mentoring</li> <li>• on-the-job training</li> <li>• professional development</li> <li>• staff exchanges</li> <li>• succession planning</li> </ul>                                                                                                                                                                                                                                                                                    |
| <b>Advertising staff vacancies</b> may include:                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• electronic (radio, television and internet)</li> <li>• noticeboards</li> <li>• print media</li> <li>• word-of-mouth</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Industrial relations</b> may include:                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• awards and/or industrial agreements and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



| <b>RANGE STATEMENT</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"> <li>relevant industrial instruments</li> <li>counselling, dismissal procedures</li> </ul>                                                                                                                                                                                                                                                                  |
| <b>Legal requirements and codes of practice</b> may include: | <ul style="list-style-type: none"> <li>award and enterprise agreements and relevant industrial instruments</li> <li>commonwealth, state/territory and local government legislative requirements affecting business operation, especially in regard to OHS and environmental issues, EEO, industrial relations and anti-discrimination</li> <li>relevant industry codes of practice</li> </ul> |
| <b>Staff records system</b> must include:                    | <ul style="list-style-type: none"> <li>disciplinary and grievance procedures</li> <li>employee records (including tax file number, remuneration, leave and training records)</li> <li>job/position descriptions</li> <li>OHS record</li> <li>records of taxation and superannuation payments made</li> </ul>                                                                                  |
| <b>Performance measures</b> may include:                     | <ul style="list-style-type: none"> <li>overall staff productivity</li> <li>percentage of chargeable hours/days per week</li> <li>performance of key people</li> <li>ratio of direct workers to those who support, supervise or manage them</li> <li>ratio of sales dollars per employee</li> <li>staff morale, work ethic, work satisfaction</li> </ul>                                       |
| <b>Contingency plans</b> may include:                        | <ul style="list-style-type: none"> <li>accidents or emergencies</li> <li>environmental issues</li> <li>fluctuating workloads</li> <li>OHS</li> <li>unpredicted customer demand/busy periods</li> <li>unpredicted staff shortages</li> </ul>                                                                                                                                                   |
| <b>Team members</b> may include:                             | <ul style="list-style-type: none"> <li>employees, trainees/apprentices, sub-contractors or external advisers/consultants</li> <li>owner/s, partners, family members</li> </ul>                                                                                                                                                                                                                |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                  |                                                      |
|------------------|------------------------------------------------------|
| Competency field | Management and Leadership - Small and Micro Business |
|------------------|------------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBSUS501A Develop workplace policy and procedures for sustainability

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.</p> <p>This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines.</p> <p>While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy.</p> <p>This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes:</p> <ul style="list-style-type: none"><li>• communicating with relevant stakeholders</li><li>• developing and monitoring policies</li><li>• reviewing and improving policies.</li></ul> <p>A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>procedures within an enterprise. The review of the policy after implementation will also need to be evidenced.</p> <p>The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

| Prerequisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop workplace sustainability policy               | 1.1. Define <b>scope</b> of sustainability policy<br>1.2. Gather information from a range of <b>sources</b> to plan and develop policy<br>1.3. Identify and consult <b>stakeholders</b> as a key component of the policy development process<br>1.4. Include appropriate <b>strategies</b> in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches<br>1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost<br>1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity<br>1.7. Agree to appropriate methods of implementation |
| 2. Communicate workplace sustainability policy           | 2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders<br>2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3. Implement workplace sustainability policy             | 3.1. Develop and communicate procedures to help implement workplace sustainability policy<br>3.2. Implement strategies for continuous improvement in resource efficiency<br>3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4. Review workplace sustainability policy implementation | 4.1. Document outcomes and provide feedback to key personnel and stakeholders<br>4.2. Investigate successes or otherwise of policy<br>4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance<br>4.4. Modify policy and or procedures as required to ensure improvements are made                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience

#### Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational policies, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements</li> <li>• implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators</li> <li>• communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders</li> <li>• developing and monitoring policies for analysing data on enterprise resource consumption</li> <li>• using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information</li> <li>• reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to relevant legislation/standards/guidelines</li> <li>• access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities)</li> <li>• access to reports from other parties involved in the development and implementation of policy</li> <li>• evidence is collected over time, involving both formative and summative assessment</li> <li>• evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**EVIDENCE GUIDE**

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate</li> <li>• response to case studies</li> <li>• review of policy developed and procedural documentation outlining the approach taken</li> <li>• review of implementation strategy, plans and work plans</li> <li>• analysis of methods used to involve stakeholders in policy development, implementation and review</li> <li>• analysis of inefficiencies or opportunities for improvements identified in the workplace</li> <li>• evaluation of participation in sustainability work practices and programs such as an environmental management framework</li> <li>• observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBATSIM419A Contribute to the development and implementation of organisational policies</li> <li>• BSBHRM506A Manage recruitment, selection and induction processes</li> <li>• BSBHRM602B Manage human resources strategic planning</li> <li>• BSBINN502A Build and sustain an innovative work environment</li> <li>• BSBMGT515A Manage operational plan</li> <li>• BSBMGT516C Facilitate continuous improvement</li> <li>• BSBMGT608C Manage innovation and continuous improvement</li> <li>• BSBMGT616A Develop and implement strategic plans</li> <li>• BSBMGT617A Develop and implement a business plan</li> <li>• BSBRSK501A Manage risk.</li> </ul>                                                                                                                 |



## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Scope** of workplace sustainability policy may include:

- addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
  - ecological foot printing
  - Energy Efficiency Opportunities Bill 2005l
  - Global Reporting Initiative
  - green office program
  - green purchasing
  - Greenhouse Challenge Plus (Australian government initiative)
  - ISO 14001:1996 Environmental management systems life cycle analyses
  - life cycle analyses
  - product stewardship
  - supply chain management
  - sustainability covenants/compacts
  - triple bottom line reporting
- integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
- investigating particular business and market context of the industry/organisation
- meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
  - international
  - commonwealth
  - state/territory
  - industry

| <b>RANGE STATEMENT</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <ul style="list-style-type: none"> <li>• organisation</li> <li>• parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Sources</b> may include:      | <ul style="list-style-type: none"> <li>• regulatory sources</li> <li>• relevant personnel</li> <li>• organisational specifications.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Stakeholders</b> may include: | <ul style="list-style-type: none"> <li>• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including: <ul style="list-style-type: none"> <li>• customers</li> <li>• employees at all levels of the organisation</li> <li>• government</li> <li>• investors</li> <li>• local community</li> <li>• other organisations</li> <li>• regulators</li> <li>• suppliers</li> </ul> </li> <li>• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.</li> </ul> |
| <b>Strategies</b> may include:   | <ul style="list-style-type: none"> <li>• promotional activities</li> <li>• raising awareness among stakeholders</li> <li>• training staff in sustainability principles and techniques.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                      |
|-------------------------|--------------------------------------|
| <b>Competency field</b> | Industry Capability - Sustainability |
|-------------------------|--------------------------------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## BSBWOR202A Organise and complete daily work activities

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance.<br><br>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to individuals developing basic skills and knowledge for working in a broad range of settings. |
|--------------------------------|------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Organise work schedule  | <p>1.1.Negotiate and agree upon work goals and plans with assistance from <b><i>appropriate persons</i></b></p> <p>1.2.Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans</p> <p>1.3.Plan and prioritise workload within allocated timeframes</p>                                                                                                                                                                                                                                                   |
| 2. Complete work tasks     | <p>2.1.Complete tasks within designated time lines and in accordance with <b><i>organisational requirements</i></b> and instructions</p> <p>2.2.Use effective questioning to seek assistance from <b><i>colleagues</i></b> when difficulties arise in achieving allocated tasks</p> <p>2.3.Identify <b><i>factors affecting work requirements</i></b> and take appropriate action</p> <p>2.4.Use <b><i>business technology</i></b> efficiently and effectively to complete work tasks</p> <p>2.5.Communicate progress of task to supervisor or colleagues as required</p> |
| 3. Review work performance | <p>3.1.Seek <b><i>feedback</i></b> on work performance from supervisors or colleagues</p> <p>3.2.Monitor and adjust work according to <b><i>feedback</i></b> obtained through supervision and comparison with established team and organisational <b><i>standards</i></b></p> <p>3.3.Identify and plan <b><i>opportunities for improvement</i></b> in liaison with colleagues</p>                                                                                                                                                                                         |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills to use written and oral information about workplace requirements
- organising skills to arrange work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate for a task.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- organising and completing own work activities
- seeking and acting on feedback from clients, colleagues and supervisors
- using available business technology appropriate to the task, under direct instruction

#### Context of and specific resources for

Assessment must ensure:

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>assessment</b>                          | <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of work plans, policies and procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• review of documentation planning and prioritising workload</li> <li>• evaluation of time line required to complete tasks</li> <li>• review of documentation planning opportunities for improvement.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                        |
| <b><i>Appropriate persons</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• other staff members</li> <li>• supervisors, mentors or trainers</li> </ul>                                                                              |
| <b><i>Organisational requirements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• business and performance plans</li> <li>• ethical standards</li> </ul> |

| <b>RANGE STATEMENT</b>                                  |                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisation policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> </ul>                                 |
| <b>Colleagues</b> may include:                          | <ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• other members of the organisation</li> <li>• peers/work colleagues/team</li> <li>• supervisor or manager</li> </ul>                                                                                                                                               |
| <b>Factors affecting work requirements</b> may include: | <ul style="list-style-type: none"> <li>• changes to procedures or new procedures</li> <li>• competing work demands</li> <li>• environmental factors such as time, weather</li> <li>• other work demands</li> <li>• resource issues</li> <li>• technology/equipment breakdowns</li> </ul>                                           |
| <b>Business technology</b> may include:                 | <ul style="list-style-type: none"> <li>• computer applications</li> <li>• computers</li> <li>• electronic diaries</li> <li>• facsimile machines</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> </ul>                                                                                                         |
| <b>Feedback on performance</b> may include:             | <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from clients</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul> |
| <b>Standards</b> may include:                           | <ul style="list-style-type: none"> <li>• Australian Standards</li> <li>• legal and organisation policies, guidelines and requirements</li> <li>• legislation</li> <li>• organisational policies and procedures</li> <li>• specified work standards</li> <li>• standards set by work group</li> </ul>                               |
| <b>Opportunities for improvement</b> may include:       | <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• internal/external training provision</li> <li>• personal study</li> </ul>                                                                                                                                                               |



**RANGE STATEMENT**

|  |                                                                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• recognition of current competence (RCC)/skills recognition/initial assessment</li> <li>• workplace skills assessment</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                               |
|-------------------------|-----------------------------------------------|
| <b>Competency field</b> | Industry Capability - Workplace Effectiveness |
|-------------------------|-----------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBWOR203B Work effectively with others

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                 |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices</p> <p>Replaces BSBWOR203A Work effectively with others</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

### Application of the Unit

This unit applies to individuals who perform a range of routine tasks using a limited range of practical skills and fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| Element | Performance Criteria |
|---------|----------------------|
|---------|----------------------|

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

## Elements and Performance Criteria

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop effective workplace relationships           | <p>1.1 Identify own <b>responsibilities and duties</b> in relation to <b>workgroup members</b> and undertake activities in a manner that promotes cooperation and good relationships</p> <p>1.2 Take time and resource constraints into account in fulfilling work requirements of self and others</p> <p>1.3 Encourage, acknowledge and act upon constructive <b>feedback</b> provided by others in the workgroup</p>                                                                                               |
| 2. Contribute to workgroup activities                  | <p>2.1 Provide <b>support to team members</b> to ensure workgroup goals are met</p> <p>2.2 Contribute constructively to workgroup goals and tasks according to organisational requirements</p> <p>2.3 Share <b>information</b> relevant to work with workgroup to ensure designated goals are met</p> <p>2.4 Identify and plan <b>strategies/opportunities for improvement</b> of workgroup in liaison with workgroup</p>                                                                                            |
| 3. Deal effectively with issues, problems and conflict | <p>3.1 Respect differences in personal values and beliefs and their importance in the development of relationships</p> <p>3.2 Identify any linguistic and cultural differences in communication styles and respond appropriately</p> <p>3.3 Identify issues, problems and conflict encountered in the workplace</p> <p>3.4 Seek assistance from workgroup members when issues, problems and conflict arise and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person</p> |

## Required Skills and Knowledge

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

### Required skills

- literacy skills to read and understand the organisation's policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence
- communication skills to request advice, to receive feedback and to work with a team
- technology skills to select and use technology appropriate to a task
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
  - environmentally sustainable work practices
- organisational policies, plans and procedures
- workgroup member responsibilities and duties, and relationship to individual responsibilities and duties.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

| Overview of assessment                                                                              |                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | Evidence of the following is essential: <ul style="list-style-type: none"><li>• providing support to team members to ensure goals are met</li><li>• seeking feedback from clients and/or colleagues and taking appropriate action</li><li>• knowledge of appropriate conflict resolution techniques.</li></ul> |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of customer complaints or staff conflict.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of demonstrated techniques in resolving conflict</li> <li>• observation of presentations</li> <li>• review of documentation identifying and planning strategies/opportunities for workgroup improvement.</li> </ul> |
| <b>Guidance information for assessment</b>              | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• interpersonal communication units</li> <li>• other industry capability units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Responsibilities and duties</i></b> may include: | <ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• job description and employment arrangements</li> <li>• organisation's policy relevant to work role</li> <li>• skills, training and competencies</li> <li>• supervision and accountability requirements including OHS</li> <li>• environmentally sustainable working practices</li> <li>• team structures.</li> </ul> |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Workgroup members</b> may include:                        | <ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• other members of the organisation</li> <li>• peers/work colleagues/team/enterprise</li> <li>• supervisor or manager.</li> </ul>                                                                                                                                                                                                                                                                              |
| <b>Feedback</b> on performance may include:                  | <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from clients</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery.</li> </ul>                                                                                                                                           |
| <b>Support to team members</b> may include:                  | <ul style="list-style-type: none"> <li>• explaining/clarifying</li> <li>• helping colleagues</li> <li>• problem-solving</li> <li>• providing encouragement</li> <li>• providing feedback to a team member</li> <li>• undertaking extra tasks if necessary.</li> </ul>                                                                                                                                                                                                         |
| <b>Information</b> to be shared may include:                 | <ul style="list-style-type: none"> <li>• acknowledging satisfactory performance</li> <li>• acknowledging unsatisfactory performance</li> <li>• assisting a colleague</li> <li>• clarifying the organisation's preferred task completion methods</li> <li>• encouraging colleagues</li> <li>• open communication channels</li> <li>• workplace hazards, risks and controls.</li> </ul>                                                                                         |
| <b>Strategies/opportunities for improvement</b> may include: | <ul style="list-style-type: none"> <li>• career planning/development</li> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• performance appraisals</li> <li>• personal study</li> <li>• recognition of current competence (RCC)/skills recognition/initial assessment</li> <li>• work experience/exchange/opportunities</li> <li>• workplace skills assessment.</li> </ul> |

## Unit Sector(s)

Industry Capability – Workplace Effectiveness

## **Custom Content Section**

Not applicable.

## BSBWOR204A Use business technology

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select and use technology | <p>1.1. Select appropriate <b><i>technology</i></b> and <b><i>software applications</i></b> to achieve the requirements of the task</p> <p>1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements</p> <p>1.3. Use technology according to <b><i>organisational requirements</i></b> and in a way which promotes a safe work environment</p>                                                                             |
| 2. Process and organise data | <p>2.1. Identify, open, generate or amend files and records according to task and organisational requirements</p> <p>2.2. Operate <b><i>input devices</i></b> according to organisational requirements</p> <p>2.3. <b><i>Store data</i></b> appropriately and exit applications without damage to or loss of, data</p> <p>2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications</p> |
| 3. Maintain technology       | <p>3.1. Identify and replace used <b><i>technology consumables</i></b> in accordance with manufacturer's instructions and organisational requirements</p> <p>3.2. Carry out and/or arrange <b><i>routine maintenance</i></b> to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements</p>                                                                                                   |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 3.3. <b>Identify equipment faults</b> accurately and take action in accordance with manufacturer's instructions or report fault to designated person |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions
- communication skills to request advice, to receive feedback and to work with a team
- problem-solving skills to solve routine technology problems.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
- ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• selection and application of appropriate equipment and software applications in relation to assigned task/s</li> <li>• access, retrieval and storage of required data</li> <li>• performance of basic maintenance on a range of office equipment</li> </ul>                                                                                                                                                                                                                                          |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of files and data for storage</li> <li>• manuals and training booklets for equipment.</li> </ul>                                                                                                                                                                                                                                                                                      |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of office equipment</li> <li>• evaluation of maintaining technology.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• IT use units</li> <li>• other industry capability units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised**

**RANGE STATEMENT**

wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Technology** may include:

- computer technology, such as laptops and personal computers
- digital cameras
- modems
- printers
- scanners
- zip drives
- photocopiers
- shredders
- binders
- laminators
- cutters

**Software applications** may include:

- email, internet
- word processing, spreadsheet, database, accounting or presentation packages

**Organisational requirements** may include:

- correctly identifying and opening files
- legal and organisation policies, guidelines and requirements
- locating data
- log-on procedures
- manufacturer's guidelines
- OHS policies, procedures and programs
- saving and closing files
- storing data

**Input devices** may include:

- keyboard
- mouse
- numerical key pad
- scanner

**Storage of data** may include:

- appropriate storage/filing of hard copies of computer generated documents
- storage in directories and sub-directories
- storage on CD-ROMs, hard and floppy disk drives or back-up systems

**Technology consumables** may include:

- back-up tapes
- CD-ROM
- floppy disks

| RANGE STATEMENT                                         |                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <ul style="list-style-type: none"> <li>• print heads</li> <li>• printer ribbons and cartridges</li> <li>• toner cartridges</li> <li>• zip disks</li> </ul>                                                                                                                                                                                                  |
| <b><i>Routine maintenance</i></b> may include:          | <ul style="list-style-type: none"> <li>• in-house cleaning and servicing of equipment according to manufacturer's guidelines</li> <li>• periodic servicing by qualified or manufacturer approved, technician</li> <li>• regular checking of equipment</li> <li>• replacing consumables</li> </ul>                                                           |
| <b><i>Identifying equipment faults</i></b> may include: | <ul style="list-style-type: none"> <li>• checking repairs have been carried out</li> <li>• encouraging feedback from work colleagues</li> <li>• keeping a log book of detected faults</li> <li>• preparing a maintenance program</li> <li>• regular back-ups of data</li> <li>• regular OHS inspections</li> <li>• routine checking of equipment</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                               |
|------------------|-----------------------------------------------|
| Competency field | Industry Capability - Workplace Effectiveness |
|------------------|-----------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |



# BSBWOR301B Organise personal work priorities and development

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                      |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i></p> <p>Revised unit. Performance criteria and required skills updated to focus on learning and development practices, KPIs and compliance with policy and procedures.</p> <p>Replaces BSBWOR301A Organise personal work priorities and development</p> |

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. Operators may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

## Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts.

## Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Organise and complete own work schedule            | <p>1.1 Ensure that <b>work goals, objectives</b> or <b>KPIs</b> are understood, negotiated and agreed in accordance with <b>organisational requirements</b></p> <p>1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes</p> <p>1.3 Identify <b>factors affecting the achievement of work objectives</b> and incorporate contingencies into work plans</p> <p>1.4 Use <b>business technology</b> efficiently and effectively to manage and monitor scheduling and completion of tasks</p>                                                                                                                                                                                |
| 2. Monitor own work performance                       | <p>2.1 Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs</p> <p>2.2 Ensure that <b>feedback on performance</b> is actively sought and evaluated from colleagues and clients in the context of individual and group requirements</p> <p>2.3 Routinely identify and report on variations in the quality of and <b>products and services</b> according to organisational requirements</p> <p>2.4 Identify <b>signs of stress</b> and effects on <b>personal wellbeing</b></p> <p>2.5 Identify <b>sources of stress</b> and access appropriate <b>supports and resolution strategies</b></p> |
| 3. Coordinate personal skill development and learning | <p>3.1 Identify personal learning and professional development needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements</p> <p>3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel</p> <p>3.3 Access, complete and record <b>professional development</b></p>                                                                                                                                                                                                                                                                  |



|  |                                                                                                                                                                     |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>opportunities</b> to facilitate continuous learning and career development<br>3.4 Incorporate formal and informal feedback into review of further learning needs |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Required Skills and Knowledge

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

### Required skills

- communication skills to give and receive constructive feedback relating to development needs
- literacy skills to read and understand the organisation's procedures
- planning skills to organise work priorities according to work goals and objectives
- problem-solving skills to solve routine problems
- self-management skills to:
  - comply with policies and procedures
  - consistently evaluate and monitor own performance
  - seek learning opportunities.

### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- principles and techniques of goal setting, measuring performance, time management and personal assessment
- competency standards and how to interpret them in relation to self
- methods to identify and prioritise personal learning needs.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"><li>• preparing work plans</li><li>• scheduling and prioritising work objectives and tasks</li><li>• knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"><li>• access to an actual workplace or simulated environment</li><li>• access to office equipment and resources</li><li>• examples of work schedules and performance improvement plans.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"><li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li><li>• review of self-assessment documentation outlining learning and development needs</li><li>• analysis of responses to case studies and scenarios</li><li>• demonstration of techniques</li><li>• oral or written questioning to assess knowledge of methods to identify and prioritise personal learning needs</li><li>• evaluation of planning for personal skill development activities and professional development opportunities.</li></ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Work goals and objectives</b> may include:                            | <ul style="list-style-type: none"> <li>• budgetary targets</li> <li>• production targets</li> <li>• reporting deadlines</li> <li>• sales targets</li> <li>• team and individual learning goals</li> <li>• team participation.</li> </ul>                                                                                                                                                                                                                                                                                        |
| <b>KPIs</b> may include:                                                 | <ul style="list-style-type: none"> <li>• key performance indicators on customer satisfaction</li> <li>• key performance indicators on customer effort</li> <li>• monitoring time taken to answer calls</li> <li>• operating within reporting protocols</li> <li>• score tools such as net promoter</li> <li>• understanding metrics.</li> </ul>                                                                                                                                                                                 |
| <b>Organisational requirements</b> may include:                          | <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• business and performance plans</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals.</li> </ul> |
| <b>Factors affecting the achievement of work objectives</b> may include: | <ul style="list-style-type: none"> <li>• budget constraints</li> <li>• competing work demands</li> <li>• environmental factors such as time, weather</li> <li>• resource and materials availability</li> <li>• technology/equipment breakdowns</li> <li>• unforeseen incidents</li> <li>• workplace hazards, risks and controls.</li> </ul>                                                                                                                                                                                     |
| <b>Business technology</b> may include:                                  | <ul style="list-style-type: none"> <li>• computer applications</li> <li>• computers</li> <li>• email</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                        |                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <ul style="list-style-type: none"> <li>• facsimile machines</li> <li>• internet/extranet/intranet</li> <li>• modems</li> <li>• personal schedulers</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners.</li> </ul>                                                                                                      |
| <b>Feedback on performance</b> may include:            | <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from clients</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery.</li> </ul> |
| <b>Products and services</b> may include:              | <ul style="list-style-type: none"> <li>• either products or services</li> <li>• goods</li> <li>• ideas</li> <li>• infrastructure</li> <li>• private or public sets of benefits.</li> </ul>                                                                                                                                          |
| <b>Signs of stress</b> may include:                    | <ul style="list-style-type: none"> <li>• absence from work</li> <li>• alcohol or other substance abuse</li> <li>• conflict</li> <li>• poor work performance.</li> </ul>                                                                                                                                                             |
| <b>Personal wellbeing</b> may include:                 | <ul style="list-style-type: none"> <li>• cultural</li> <li>• emotional</li> <li>• social</li> <li>• spiritual.</li> </ul>                                                                                                                                                                                                           |
| <b>Sources of stress</b> may include:                  | <ul style="list-style-type: none"> <li>• complex tasks</li> <li>• cultural issues</li> <li>• work and family conflict</li> <li>• workloads.</li> </ul>                                                                                                                                                                              |
| <b>Supports and resolution strategies</b> may include: | <ul style="list-style-type: none"> <li>• awareness raising</li> <li>• counselling</li> <li>• employee assistance programs (EAP)</li> <li>• family support</li> <li>• group activities</li> <li>• job design</li> <li>• mediation</li> <li>• sharing load</li> <li>• time off</li> <li>• training.</li> </ul>                        |
| <b>Professional development</b>                        | <ul style="list-style-type: none"> <li>• career planning/development</li> </ul>                                                                                                                                                                                                                                                     |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>opportunities</b> may include: | <ul style="list-style-type: none"><li>• coaching, mentoring and/or supervision</li><li>• formal/informal learning programs</li><li>• internal/external training provision</li><li>• performance appraisals</li><li>• personal study</li><li>• quality assurance assessments and recommendations</li><li>• recognition of current competence/skills recognition</li><li>• work experience/exchange/opportunities</li><li>• workplace skills assessment.</li></ul> |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Sector(s)

Industry Capability – Workplace Effectiveness

## Custom Content Section

Not applicable.

## BSBWOR401A Establish effective workplace relationships

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and team members.</p> <p>At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                    |  |  |
|--------------------|--|--|
| Prerequisite units |  |  |
|                    |  |  |
|                    |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collect, analyse and communicate information and ideas | <p>1.1. Collect relevant <b>information</b> from appropriate sources and analyse and share with the work team to improve work performance</p> <p>1.2. Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs</p> <p>1.3. Implement <b>consultation processes</b> to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes</p> <p>1.4. Seek and value contributions from internal and external sources in developing and refining new ideas and approaches</p> |

| ELEMENT                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | 1.5. Implement <b>processes</b> to ensure that issues raised are resolved promptly or referred to <b>relevant personnel</b> as required                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2. Develop trust and confidence                    | 2.1. Treat all internal and external contacts with integrity, respect and empathy<br>2.2. Use the <b>organisation's social, ethical and business standards</b> to develop and maintain effective relationships<br>2.3. Gain and maintain the trust and confidence of <b>colleagues, customers and suppliers</b> through competent performance<br>2.4. Adjust interpersonal styles and methods to meet organisation's social and cultural environment<br>2.5. Encourage other members of the work team to follow examples set, according to <b>organisation's policies and procedures</b> |
| 3. Develop and maintain networks and relationships | 3.1. Use <b>networks</b> to identify and build relationships<br>3.2. Use networks and other work relationships to provide identifiable benefits for the team and organisation                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4. Manage difficulties into positive outcomes      | 4.1. Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation<br>4.2. Guide and support colleagues to resolve work difficulties<br>4.3. Regularly review and improve <b>workplace outcomes</b> in consultation with relevant personnel<br>4.4. Manage <b>poor work performance</b> within the organisation's processes<br>4.5. Manage conflict constructively within the organisation's processes                                                                                                |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- coaching and mentoring skills to provide support to colleagues



**REQUIRED SKILLS AND KNOWLEDGE**

- literacy skills to research, analyse, interpret and report information
- relationship management and communication skills to:
  - deal with people openly and fairly
  - forge effective relationships with internal and/or external people, and to develop and maintain these networks
  - gain the trust and confidence of colleagues
  - respond to unexpected demands from a range of people
  - use supportive and consultative processes effectively.

**Required knowledge**

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), and environmental issues, equal opportunity, industrial relations and anti-discrimination
- theory associated with managing work relationships to achieve planned outcomes:
  - developing trust and confidence
  - maintaining consistent behaviour in work relationships
  - understanding the cultural and social environment
  - identifying and assessing interpersonal styles
  - establishing, building and maintaining networks
  - identifying and resolving problems
  - resolving conflict
  - managing poor work performance
  - monitoring, analysing and introducing ways to improve work relationships.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- range of methods and techniques for communicating information and ideas to a range of stakeholders
- range of methods and techniques for developing positive work relationships that build trust and

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>confidence in the team</p> <ul style="list-style-type: none"> <li>accessing and analysing information to achieve planned outcomes</li> <li>techniques for resolving problems and conflicts and dealing with poor performance</li> <li>knowledge of the theory associated with managing work relationships to achieve planned outcomes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to appropriate documentation and resources normally used in the workplace.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>demonstration of techniques in managing poor performance and communicating effectively</li> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>observation of performance in role plays</li> <li>observation of presentations</li> <li>oral or written questioning to assess knowledge of relevant legislation</li> <li>review of consultation processes implemented to encourage employees to contribute to issues related to their work</li> <li>review of documentation outlining reviewing of workplace outcomes.</li> </ul> |
| <b>Guidance information for assessment</b>              | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>other units from the Certificate IV in Frontline Management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

**RANGE STATEMENT**

wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Information</b> may include:                                                              | <ul style="list-style-type: none"> <li>• data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as: <ul style="list-style-type: none"> <li>• archived, filed and historical background data</li> <li>• individual and team performance data</li> <li>• marketing and customer related data</li> <li>• planning and organisational documents including the outcomes of continuous improvement and quality assurance</li> <li>• policies and procedures</li> </ul> </li> </ul> |
| <b>Consultation processes</b> may include:                                                   | <ul style="list-style-type: none"> <li>• feedback to the work team and relevant personnel in relation to outcomes of the consultation process</li> <li>• opportunities for all employees to contribute to ideas and information about organisational issues</li> </ul>                                                                                                                                                                                                                                                                                                |
| <b>Processes</b> to ensure that issues raised are resolved promptly or referred may include: | <ul style="list-style-type: none"> <li>• conducting informal meetings</li> <li>• coordinating surveys or questionnaires</li> <li>• distributing newsletters or reports</li> <li>• exchanging informal dialogue with relevant personnel</li> <li>• participating in planned organisational activities</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Relevant personnel</b> may include:                                                       | <ul style="list-style-type: none"> <li>• managers</li> <li>• OHS committee and other people with specialist responsibilities</li> <li>• other employees</li> <li>• supervisors</li> <li>• union representatives/groups</li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <b>Organisation's social, ethical and business standards</b> may refer to:                   | <ul style="list-style-type: none"> <li>• implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider community</li> <li>• rewards and recognition for high performing staff</li> </ul>                                                                                                                                                                                                                                                                                                               |

| RANGE STATEMENT                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | <ul style="list-style-type: none"> <li>standards expressed in legislation and regulations such as anti-discrimination legislation</li> <li>written standards such as those expressed in: <ul style="list-style-type: none"> <li>code of workplace conduct/behaviour</li> <li>dress code</li> <li>policies</li> <li>statement of workplace values</li> <li>vision and mission statements</li> </ul> </li> </ul> |
| <b>Colleagues, customers and suppliers</b> may include:     | <ul style="list-style-type: none"> <li>both internal and external contacts</li> <li>employees at the same level and more senior managers</li> <li>people from a wide variety of social, cultural and ethnic backgrounds</li> <li>team members</li> </ul>                                                                                                                                                       |
| <b>Organisation's policies and procedures</b> may refer to: | <ul style="list-style-type: none"> <li>Materials Safety Data Sheets</li> <li>organisational tasks and activities undertaken to meet performance outcomes</li> <li>sets of accepted actions approved by the organisation</li> <li>Standard Operating Procedures</li> </ul>                                                                                                                                      |
| <b>Networks</b> may be:                                     | <ul style="list-style-type: none"> <li>established structures or unstructured arrangements and may include business or professional associations</li> <li>informal or formal and with individuals or groups</li> <li>internal and/or external</li> </ul>                                                                                                                                                       |
| <b>Workplace outcomes</b> may include:                      | <ul style="list-style-type: none"> <li>OHS processes and procedures</li> <li>performance of the work team</li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>Poor work performance</b> may refer to:                  | <ul style="list-style-type: none"> <li>individual team members</li> <li>organisation as a whole</li> <li>self</li> <li>whole work team</li> </ul>                                                                                                                                                                                                                                                              |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                               |
|------------------|-----------------------------------------------|
| Competency field | Industry Capability - Workplace Effectiveness |
|------------------|-----------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBWOR402A Promote team effectiveness

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan to achieve team outcomes | <p>1.1. Identify, establish and document <b><i>team purpose, roles, responsibilities, goals, plans and objectives</i></b> in <b><i>consultation</i></b> with team members</p> <p>1.2. Support team members in meeting expected outcomes</p>                                                                                                                                                                                                                                                                                                                                                            |
| 2. Develop team cohesion         | <p>2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team</p> <p>2.2. Encourage and support team members to take <b><i>responsibility for own work</i></b> and to assist each other in undertaking required roles and responsibilities</p> <p>2.3. Provide <b><i>feedback</i></b> to team members to encourage, value and reward individual and team efforts and contributions</p> <p>2.4. Recognise and address issues, concerns and problems identified by team members or refer to <b><i>relevant persons</i></b> as required</p> |

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Participate in and facilitate work team | <p>3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes</p> <p>3.2. Give the team support to identify and resolve problems which impede its performance</p> <p>3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers</p>                                                                                                       |
| 4. Liaise with management                  | <p>4.1. Maintain open <b>communication</b> with <b>line manager/management</b> at all times</p> <p>4.2. Communicate information from line manager/management to the team</p> <p>4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken</p> <p>4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to:
  - boost team morale
  - deal with team conflict
  - deliver messages from management
  - facilitate discussion
  - mentor and coach
- leadership skills
- planning and organising skills.

#### Required knowledge



**REQUIRED SKILLS AND KNOWLEDGE**

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
  - delegation and work allocation
  - goal setting
  - group dynamics and processes
  - individual behaviour and difference
  - leadership
  - motivation
  - negotiation
  - planning.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met
- techniques in communicating information, dealing with team conflict and resolving issues
- knowledge of organisational goals, objectives and plans.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of demonstrated techniques in working with team dynamics</li> <li>• observation of performance in role plays</li> <li>• oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes</li> <li>• evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team</li> <li>• review of feedback provided to team members</li> <li>• review of teamwork plan.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Certificate IV in Frontline Management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                               |
| <b><i>Team purpose, roles, responsibilities, goals, plans and objectives</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• action plans, business plans and operational plans linked to strategic plans</li> <li>• expected outcomes and outputs</li> <li>• goals for individuals and the work team</li> <li>• individual and team performance plans and key performance indicators</li> <li>• occupational health and safety (OHS) responsibilities</li> </ul> |
| <b><i>Consultation</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• attending meetings, interviews, brainstorming sessions</li> </ul>                                                                                                                                                                                                                                                                    |

| RANGE STATEMENT                                 |                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <ul style="list-style-type: none"> <li>• using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness</li> <li>• using mechanisms to provide feedback to the work team in relation to consultation outcomes</li> </ul> |
| <b>Responsibility for own work</b> may involve: | <ul style="list-style-type: none"> <li>• individual and joint actions</li> <li>• individuals and teams</li> </ul>                                                                                                                                                                                                                                 |
| <b>Feedback</b> may refer to:                   | <ul style="list-style-type: none"> <li>• formal/informal gatherings between team members where there is communication on work related matters</li> <li>• informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours</li> </ul>                                                                     |
| <b>Relevant persons</b> may include:            | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• direct superior or other management representatives</li> <li>• OHS committees and other people with specialist responsibilities</li> </ul>                                                                                                                                         |
| <b>Communication</b> may include:               | <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• formal/informal interaction</li> <li>• verbal, written or electronic communication</li> </ul>                                                                                                                                                                                    |
| <b>Line manager/management</b> may refer to:    | <ul style="list-style-type: none"> <li>• direct superior or other management representatives</li> </ul>                                                                                                                                                                                                                                           |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Management and Leadership - Management |
|------------------|----------------------------------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## BSBWRT301A Write simple documents

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                           |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to plan, draft and review a basic document before writing the final version.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                     |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement to produce a range of basic workplace documentation.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan document        | 1.1. Determine <b><i>audience</i></b> and <b><i>purpose</i></b> for the document<br>1.2. Determine <b><i>format</i></b> and <b><i>structure</i></b><br>1.3. Establish key points for inclusion<br>1.4. Identify <b><i>organisational requirements</i></b><br>1.5. Establish <b><i>method of communication</i></b><br>1.6. Establish <b><i>means of communication</i></b>                            |
| 2. Draft document       | 2.1. Develop draft document to communicate key points<br>2.2. Obtain and include any required additional information                                                                                                                                                                                                                                                                                |
| 3. Review document      | 3.1. Check draft for suitability of tone for audience, purpose, format and communication style<br>3.2. Check draft for readability, grammar, spelling, and sentence and paragraph construction<br>3.3. Check draft for sequencing and structure<br>3.4. Check draft to ensure it meets organisational requirements<br>3.5. Ensure draft is proofread, where appropriate, by supervisor or colleague |
| 4. Write final document | 4.1. Make and proofread necessary changes<br>4.2. Ensure document is sent to <b><i>intended recipient</i></b><br>4.3. File copy of document in accordance with                                                                                                                                                                                                                                      |

| ELEMENT | PERFORMANCE CRITERIA                   |
|---------|----------------------------------------|
|         | organisational policies and procedures |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to proofread and edit documents to ensure clarity of meaning and conformity to organisational requirements
- problem-solving skills to determine document design and production processes.

#### Required knowledge

- basic grammar, spelling and punctuation.
- communication protocols
- how audience, purpose and method of communication influence tone
- organisational policies and procedures for document production
- resources to assist in document production, such as dictionary, thesaurus, templates, style sheets.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- producing a range of documents that accurately convey required basic information
- using formatting suitable for intended audience
- knowledge of organisational policies and procedures for document production.

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to office equipment and resources</li> <li>• examples of documents.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of draft documents</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of communication protocols</li> <li>• review of final documents.</li> </ul> |
| <b>Guidance information for assessment</b>              | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBITU303A Design and produce text documents</li> <li>• other general administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                              |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                   |
| <b><i>Audience</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• internal and external customers</li> <li>• recipient/s who receive a copy for information</li> <li>• primary recipient/s of the communication</li> </ul> |
| <b><i>Purpose</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• clarification of issues</li> <li>• communication about meetings or events</li> <li>• information</li> <li>• minutes/outcomes of meetings</li> </ul>      |



| <b>RANGE STATEMENT</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <ul style="list-style-type: none"> <li>• request for information, advice or assistance</li> <li>• statements of fact</li> <li>• straightforward advice</li> </ul>                                                                                                                                                                                                                              |
| <b>Format</b> may include:                      | <ul style="list-style-type: none"> <li>• email</li> <li>• forms</li> <li>• letters</li> <li>• memos</li> <li>• minutes of meetings</li> <li>• organisational templates or proformas for letters, memos or reports</li> <li>• tables</li> </ul>                                                                                                                                                 |
| <b>Structure</b> may include:                   | <ul style="list-style-type: none"> <li>• organisation of the material to suit the format (e.g. scannability for on-screen use)</li> <li>• treatment of attachments and hyperlinks</li> <li>• visual signposting of material, including use of headings, lists, keywords and text in boxes</li> </ul>                                                                                           |
| <b>Organisational requirements</b> may include: | <ul style="list-style-type: none"> <li>• house style requirements</li> <li>• identified authorities for signatories for correspondence/communications</li> <li>• protocols, both written and unwritten for the organisation's internal and external communications</li> <li>• requirements for inclusive and non-discriminatory language and for adherence to copyright legislation</li> </ul> |
| <b>Method of communication</b> may include:     | <ul style="list-style-type: none"> <li>• inclusive communication</li> <li>• use of active or passive voice</li> <li>• use of the appropriate register or style of language - formal, standard or informal</li> </ul>                                                                                                                                                                           |
| <b>Means of communication</b> may include:      | <ul style="list-style-type: none"> <li>• software packages such as MS Word, Excel, PageMaker, PowerPoint and templates</li> </ul>                                                                                                                                                                                                                                                              |
| <b>Intended recipient</b> may include:          | <ul style="list-style-type: none"> <li>• audience for document</li> <li>• signatory of the document</li> <li>• supervisor or other staff member who may add to or forward document to another recipient</li> </ul>                                                                                                                                                                             |

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                         |
|-------------------------|-------------------------|
| <b>Competency field</b> | Communication - Writing |
|-------------------------|-------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBWRT401A Write complex documents

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                          |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan documents | 1.1. Determine the <b><i>purposes</i></b> of documents<br>1.2. Choose <b><i>appropriate formats</i></b> for documents<br>1.3. Establish <b><i>means of communication</i></b><br>1.4. Determine <b><i>requirements of documents</i></b><br>1.5. Determine <b><i>categories and logical sequences of data, information and knowledge</i></b> to achieve document objectives<br>1.6. Develop overview of structure and content of documents                                                                                                                                  |
| 2. Draft text     | 2.1. Review and organise available data, information and knowledge according to proposed structure and content<br>2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives<br>2.3. Include graphics as appropriate<br>2.4. Identify gaps in required data and information, and collect additional material from <b><i>relevant enterprise personnel</i></b><br>2.5. Draft text according to document requirements and genre<br>2.6. Use language appropriate to the audience |

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                        |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Prepare final text | 3.1. Review draft text to ensure document objectives are achieved and requirements are met<br>3.2. Check grammar, spelling and style for accuracy and punctuation<br>3.3. Ensure draft text is approved by <b>relevant</b> enterprise personnel<br>3.4. Process text amendments as required |
| 4. Produce document   | 4.1. Choose basic <b>design elements</b> for documents appropriate to audience and purpose<br>4.2. Use word processing software to apply basic design elements to text<br>4.3. Check documents to ensure all requirements are met                                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

#### Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• production of documents</li> <li>• editing draft text to ensure accuracy and clarity of information</li> <li>• knowledge of enterprise style guide/house style.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of documents and style guides.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of structure and content of documents</li> <li>• review of draft documents</li> <li>• review of final documents</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of word processing software functions.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBITU401A Design and develop complex text documents.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Purposes of documents*** may include:

- conveying research findings
- documenting policies, procedures and processes
- influencing attitudes, opinions, beliefs
- meeting legal requirements
- meeting other data, information or knowledge needs of an audience
- proposing recommendations, options and actions

***Appropriate formats*** for documents may include:

- detailed business letters
- emails
- instructions and procedures
- manuals
- publications, leaflets, brochures
- reports
- speeches and presentations
- submissions tender documentation and public notices
- website text

***Means of communication*** may include:

- software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates

***Requirements of documents*** may include:

- compliance with genre
- compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting
- file types and sizes for online documents
- languages other than English requirements
- legal or traditional requirements for the particular document format
- organisational policy, procedures and guidelines applying to writing documents, including house style
- point numbering systems
- requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

| <b>RANGE STATEMENT</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                | <p>to explain texts</p> <ul style="list-style-type: none"> <li>• standards for references, footnotes, citations, acknowledgements</li> <li>• time lines, including deadlines</li> <li>• word length</li> <li>• writing styles, including simplicity of English and use of technical language</li> </ul>                                                                                                                                                                                                                                   |
| <b><i>Categories and logical sequences of data, information and knowledge</i></b> may include: | <ul style="list-style-type: none"> <li>• arguments and rebuttals</li> <li>• categories and sequences traditionally used for the particular type of document being prepared</li> <li>• chronological, alphabetical or operating sequences</li> <li>• facts, observations, conclusions and recommendations</li> <li>• illustrative case studies and other examples</li> <li>• linking and summary statements</li> <li>• recommendations and supporting arguments</li> </ul>                                                                 |
| <b><i>Relevant enterprise personnel</i></b> may include:                                       | <ul style="list-style-type: none"> <li>• colleagues/staff in own work area section/team members</li> <li>• consultative committees</li> <li>• internal providers of specialist expertise</li> <li>• managers/leaders/coordinators/supervisors</li> <li>• owners</li> <li>• staff in relevant work sections</li> </ul>                                                                                                                                                                                                                     |
| <b><i>Design elements</i></b> may include:                                                     | <ul style="list-style-type: none"> <li>• capitals and underlining</li> <li>• fonts</li> <li>• headings</li> <li>• illustrations, photographs and other illustrative material for design purposes</li> <li>• justification and alignment</li> <li>• lists and tables</li> <li>• logos, branding, organisational identity requirements</li> <li>• margins and paragraph indentation</li> <li>• page shape</li> <li>• page size</li> <li>• templates</li> <li>• use and amount of colour</li> <li>• use and amount of white space</li> </ul> |



**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                         |
|-------------------------|-------------------------|
| <b>Competency field</b> | Communication - Writing |
|-------------------------|-------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## CHCPOL402C Contribute to policy development

### Modification History

| CHC08<br>Version 3                                | CHC08 Version 4                                   | Description                                                                                                                                                                 |
|---------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCPOL402B<br>Contribute to policy<br>development | CHCPOL402C<br>Contribute to policy<br>development | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to develop and analyse policies which impact on the client group and the work of the organisation

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Review existing policies

1.1 Identify relevant organisation and other policies and assess them for relevance to the organisations objectives and effectiveness

1.2 Consult clients and other stakeholders about their views on policies

1.3 Document and present reviews of policies in a format appropriate to the purpose of the review, the context, and the receiver

#### 2. Contribute to *research* for policy advice

2.1 Identify, plan and implement research and consultation strategies appropriate to the worker's role in the research process within timeframes, resource constraints and agreed processes

2.2 Collate, report and present research and consultation outcomes in a format appropriate to the research process, the purpose of the research, the context and the receiver

2.3 Identify factors impacting on quality or outcomes of research or consultation and incorporate in reports

#### 3. Provide briefing materials on policy issues

3.1 Prepare briefing materials as required in a format

**ELEMENT****PERFORMANCE CRITERIA**

appropriate to audience, purpose and context

3.2 Draw on expertise and role of worker and organisation for briefing materials

3.3 Incorporate reasoned argument and evidence into briefing materials

4. Promote informed policy debate

4.1 Identify *strategies to stimulate informed debate* appropriate to the worker's role in policy development, community education or client service delivery in consultation with other workers and management

4.2 Implement strategies to stimulate informed debate within timeframes, resource allocations and agreed processes

4.3 Where necessary, implement strategies to translate policy materials into language/s easily understood by clients and other stakeholders

4.4 Develop strategies that enable exchange of views and information between policy initiators, clients and other stakeholders

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies impacting on the worker, the organisation and its target groups
- Government and other policies impacting on the issue under consideration, and the organisation and its target groups
- The contexts for policies, people and the organisation
- Research and consultation techniques
- The limits of the worker's own role and competence and the organisation's role

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of skills to:
  - policies within own organisation
  - policies within networks or associations
  - policies directly related to own work role and areas of expertise
  - policies for target groups relevant to the organisation
- Demonstrate involvement with stakeholders relevant to the organisation and the policy issue under consideration

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse evidence and arguments
- Demonstrate reasoning, including identification of implications and consequences of particular courses of action
- Apply consultation and research methodologies
- Demonstrate application of skills in:
  - report writing, including translation of complex concepts into simple language or images
  - public speaking addressing a group
  - group participation
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

This may include the use of languages other than English and alternative communication systems

- It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resource requirements for assessment of this unit include access to:
    - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

*Research may be:*

- Survey
- Qualitative
- Quantitative

*Information gathering and consultation techniques may include:*

- Interview structured, semi-structured and unstructured, group and individual
- Conversation by phone or face-to-face
- Observation and listening
- Collection of materials e.g. Printed material and videos
- Attendance at workshops, meetings and forums
- Questionnaires and other basic survey instruments

*Strategies to stimulate informed debate will involve:*

- Employing a range of communication styles, modes and media
- Employing any of the consultation techniques identified in the Range Statement
- Employing networking strategies

## **Unit Sector(s)**

Not Applicable

# CPPSEC3004A Lead small teams in the security industry

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to plan, organise and monitor a small team to achieve designated outcomes in a security context. It requires the ability to allocate duties and schedule rosters, set and maintain team and individual performance standards, facilitate open communication and resolve individual or team concerns. It also requires the ability to coordinate and facilitate team development and team performance.

This unit may form part of the licensing requirements for persons involved in specific security activities in those states and territories where these are regulated activities.

## Application of the Unit

**Application of the unit** This unit of competency has wide application in the security industry in those roles which involve the facilitation of small teams. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Not Applicable



## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Facilitate team planning.</b> | <p>1.1 Individual and team purpose, roles and responsibilities are clarified, agreed upon and defined in accordance with <b><i>organisational goals and objectives</i></b>.</p> <p>1.2 <b><i>Assignment instructions</i></b> are identified and clearly communicated to team members in accordance with <b><i>legislative</i></b> and <b><i>organisational</i></b> requirements.</p> <p>1.3 <b><i>Contingencies</i></b> are considered when allocating specific work duties and responsibilities to team members.</p> <p>1.4 Open <b><i>communication</i></b> within the team is encouraged and facilitated to ensure full understanding and accurate exchange of information.</p> <p>1.5 Effective communication and <b><i>interpersonal techniques</i></b> are used that reflect sensitivity to individual <b><i>social and cultural differences</i></b>.</p> |
| <b>2 Monitor team performance.</b> | <p>2.1 Duties, rosters and team rotation requirements are assessed and matched to individual capabilities.</p> <p>2.2 Performance of the team and individual members is systematically monitored to ensure the satisfactory completion of assignment instructions.</p> <p>2.3 Problems are identified and appropriate remedial action is implemented in accordance with organisational procedures.</p> <p>2.4 Potential and actual security risk situations are identified and appropriate responses implemented in accordance</p>                                                                                                                                                                                                                                                                                                                              |

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                        |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | with organisational procedures.                                                                                                                                                                             |
|                                    | 2.5 Performance expectations are clearly communicated and assistance provided to team members as required.                                                                                                  |
|                                    | 2.6 Relevant <b>documentation</b> is completed and processed in accordance with workplace procedures.                                                                                                       |
| 3 <b>Develop team performance.</b> | 3.1 Effective working relationships are established and maintained through the provision of appropriate support, communication and feedback.                                                                |
|                                    | 3.2 <b>Constructive feedback</b> on quality of performance is regularly provided to team members for integration into work practices.                                                                       |
|                                    | 3.3 Positive action to address deficiencies or areas for improvement in team performance is taken and handled sensitively.                                                                                  |
|                                    | 3.4 Team is supported and encouraged to achieve its goals and changing priorities through active reflection and participation in team activities and communication processes.                               |
|                                    | 3.5 Team concerns are acknowledged and addressed as required and wherever possible discussed and resolved within the team.                                                                                  |
|                                    | 3.6 In the event of non-resolution, team concerns are constructively presented and discussed with <b>relevant persons</b> in a timely and objective manner using established dispute resolution procedures. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- acknowledge and resolve individual or team problems
- apply conflict resolution and negotiation techniques
- apply effective interpersonal techniques
- communicate effectively with others
- complete and maintain records and documentation
- comply with applicable legislative, regulatory and licensing requirements
- comply with organisational policies and standard operating procedures

## REQUIRED SKILLS AND KNOWLEDGE

- modify work activities dependent on differing workplace continues, risk situations and environments
- plan, organise and monitor work activities of team members
- prioritise and schedule work tasks to meet designated schedules
- provide constructive feedback and support to team members
- provide effective informal performance counselling
- provide leadership and work collaboratively with others
- take appropriate initiatives concerning security incidents
- use and maintain appropriate business and security equipment
- use coaching and mentoring skills to provide support and build effective workplace relationships.

### Required knowledge

- applicable legislation and regulations including Occupational Health and Safety (OHS) and licensing requirements
- conflict resolution and team building techniques
- emergency and evacuation procedures
- operational principles of a range of business and security equipment
- organisational performance standards and assessment techniques
- organisational policies and procedures
- principles of effective communication
- principles of time management
- reporting and documentation requirements and procedures
- rights and responsibilities of employers and employees
- roles, functions and responsibilities of team members
- site layout and standard operating procedures
- teamwork principles and relationship-building techniques
- types of problems and security risk incidents in the workplace and appropriate response procedures
- workplace contingency procedures.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for** A person who demonstrates competency in this unit must be able to

**assessment and evidence required to demonstrate competency in this unit**

provide evidence of:

- acknowledging individual or team concerns and facilitating discussion and resolution within the group
- assessing and monitoring team and individual performance against set measurable criteria, and creating opportunities to maintain or improve individual and team performance
- clearly defining and communicating to team members individual and team roles and responsibilities, assignment instructions and organisational goals and objectives
- communicating effectively on a one-to-one and group basis with colleagues, clients and supervisors and developing trust and confidence in workplace relationships
- communicating performance expectations for a range of tasks and duties within the team and providing constructive feedback
- selecting and allocating duties and responsibilities appropriate to individual knowledge, skill, aptitude and assignment requirements.

**Context of and specific resources for assessment**

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

**Method of assessment**

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

**Guidance information for assessment**

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Organisational goals and objectives may include:***

- budgetary targets
- reporting deadlines
- team and individual learning goals
- team participation.

***Assignment instructions may include:***

- assignment objectives and timeframes
- personal protective clothing and equipment requirements
- reporting and documentation requirements
- resource and equipment requirements
- specific client requirements
- work schedules
- work tasks and procedures.

***Legislative requirements may relate to:***

- Australian standards and quality assurance requirements
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state, territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations

**Organisational requirements may relate to:**

- OHS
- relevant industry codes of practice.
- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

**Contingencies may involve:**

- domestic considerations
- impending leave
- individual strengths and weaknesses
- preferences
- security risk situations
- team dynamics and combinations.

**Communication may be:**

- face-to-face
- group interaction
- in Indigenous languages
- in languages other than English
- oral reporting
- participation in routine meetings
- reading independently
- recording of discussions
- speaking clearly and directly
- through the use of assistive technology
- via an interpreter
- visual or written
- writing to audience needs.

**Interpersonal techniques may involve:**

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"><li>• control of tone of voice and body language</li><li>• culturally aware and sensitive use of language and concepts</li><li>• demonstrating flexibility and willingness to negotiate</li><li>• effective verbal and non-verbal communication</li><li>• maintaining professionalism</li><li>• providing sufficient time for questions and responses</li><li>• reflection and summarising</li><li>• two-way interaction</li><li>• use of plain English</li><li>• use of positive, confident and cooperative language.</li></ul> |
| <b><i>Social and cultural differences may relate to:</i></b> | <ul style="list-style-type: none"><li>• dress and personal presentation</li><li>• food</li><li>• language</li><li>• religion</li><li>• social conventions</li><li>• traditional practices</li><li>• values and beliefs.</li></ul>                                                                                                                                                                                                                                                                                                                                  |
| <b><i>Documentation may include:</i></b>                     | <ul style="list-style-type: none"><li>• equipment and resource used</li><li>• incident reports</li><li>• operational reports</li><li>• performance assessments</li><li>• professional development recommendations</li><li>• team roles and responsibilities</li><li>• work schedules including team rotation details</li><li>• written and electronic reports.</li></ul>                                                                                                                                                                                           |
| <b><i>Constructive feedback may include:</i></b>             | <ul style="list-style-type: none"><li>• comments from supervisors, colleagues or clients</li><li>• formal and informal performance appraisals</li><li>• personal, reflective behaviour strategies</li><li>• workplace assessment.</li></ul>                                                                                                                                                                                                                                                                                                                        |
| <b><i>Relevant persons may include:</i></b>                  | <ul style="list-style-type: none"><li>• clients</li><li>• colleagues</li><li>• emergency services personnel and agencies</li><li>• manager</li><li>• security personnel.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                 |

## Unit Sector(s)

Unit sector                      Security

## Competency field

Competency field      Operations



# CPPSEC3032A Gather information by factual investigation

## Modification History

Not Applicable

## Unit Descriptor

### Unit descriptor

This unit of competency specifies the outcomes required to gather oral, written and electronic information for the carriage of investigation tasks. It requires the ability to plan and carry out factual information gathering activities, analyse and verify information, and present clear and accurate recommendations.

This unit may form part of the licensing requirements for persons engaged in investigative work in those states and territories where these are regulated activities.

## Application of the Unit

### Application of the unit

This unit of competency has application in a range of work roles in investigative services. Work is performed under limited supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative guidelines.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability skills

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1 Prepare for investigative activities.

- 1.1 Client and ***legislative requirements*** relevant to conducting and investigation and related information are identified and complied with.
- 1.2 ***Assignment instructions*** are obtained, reviewed and clarified as required with ***relevant persons***.
- 1.3 ***Resource and equipment*** requirements including ***technical specialists*** are confirmed and organised.
- 1.5 ***Information sources and systems*** are reliable and used in accordance with assignment objectives.
- 1.6 A plan detailing key activities and their sequence is developed taking into consideration all known factors, client instructions and legal requirements.
- 1.7 Research and preliminary inquiries are carried out to gather information and ***evidence*** in accordance with legislative requirements.

#### 2 Gather information.

- 2.1 ***Methods*** used for collecting information are valid and reliable and make efficient use of resources.
- 2.2 Interviews and meetings are conducted using effective ***communication skills*** and ***interpersonal techniques*** and demonstrating sensitivity to ***individual social and cultural differences***.
- 2.3 Comprehensive statements are taken and physical evidence collected to support ***available facts*** in accordance with legislative requirements.
- 2.4 Information is assessed for relevance and accuracy and additional information sought as required from identified sources.

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                    |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 Report information. | 2.5 Gathered information is prioritised and organised in a logical manner with regard to continuity of evidence.                                        |
|                       | 3.1 Report is prepared presenting all relevant facts and observations in appropriate <i>format</i> .                                                    |
|                       | 3.2 Content is evaluated in terms of validity, reliability and relevance in consultation with relevant persons.                                         |
|                       | 3.3 Client satisfaction with service delivery is reviewed using verifiable data and feedback and recommendations for improvement to service identified. |
|                       | 3.4 All investigative information and records are securely maintained with due regard to confidentiality.                                               |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- accurately record, report and document information and evidence
- analysis
- communicate using appropriate channels and communication modes
- diagramming
- identify and comply with applicable legal and procedural requirements, including licensing requirements, relevant to investigative activities
- illustration
- image compilation
- information technology
- interpret and follow instructions and procedures
- literacy skills to understand and communicate information (reading, writing, speaking, numeracy and listening)
- organise equipment and resource requirements
- plan and conduct meetings and interviews
- problem solving and negotiation
- questioning to check understanding
- reconstruction of facts
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- research

## REQUIRED SKILLS AND KNOWLEDGE

- risk assessment.

### Required knowledge

- applicable licensing and legal requirements relevant to investigative activities
- basic investigation techniques
- communication channels and modes
- evidence management principles
- factual information gathering techniques
- how to safeguard confidential information
- how to use business equipment to present information which may be used as evidence
- information management systems and methods
- interviewing, reviewing and debriefing processes
- legislative requirements applicable to the conduct and reporting of investigations
- legislative restrictions on the use of recording devices
- principles of effective communication including interpersonal techniques
- reliable and verifiable sources of information
- reliable sources and methods for collecting information
- reporting and documentation requirements
- requirements for continuity of evidence.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

A person who demonstrates competency in this unit must be able to provide evidence of:

- using reliable sources and methods to gather information that is factual, lawful and relevant to the investigation in compliance with legislative and client requirements
- conducting interviews and meetings using appropriate interpersonal techniques and communication skills, and taking accurate and complete contemporaneous notes and statements
- evaluating and presenting gathered information in an appropriate format within designated timeframes
- collecting, storing and maintaining evidence in accordance with

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | evidence management principles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context of and specific resources for assessment</b> | <p>Context of assessment includes:</p> <ul style="list-style-type: none"><li>• a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.</li></ul> <p>Resource implications for assessment include:</p> <ul style="list-style-type: none"><li>• access to plain English version of relevant statutes and procedures</li><li>• access to a registered provider of assessment services</li><li>• access to a suitable venue and equipment</li><li>• assessment instruments including personal planner and assessment record book</li><li>• work schedules, organisational policies and duty statements.</li></ul> <p>Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> |
| <b>Method of assessment</b>                             | <p>This unit of competency could be assessed using the following methods of assessment:</p> <ul style="list-style-type: none"><li>• observation of processes and procedures</li><li>• questioning of underpinning knowledge and skills.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Guidance information for assessment</b>              | <p>Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.</p> <p>Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.</p> <p>Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.</p>                                                                                                                                                                                                                        |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements may relate to:***

- applicable commonwealth, state and territory legislation which affects investigative work such as:
  - workplace safety
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
- Australian standards and quality assurance
- authority to conduct investigation
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- privacy requirements
- relevant industry codes of practice
- restrictions in the use of recording devices.

***Assignment instructions may include:***

- assignment tasks and procedures
- assignment timeframe
- client information
- investigation purpose and objective
- methods of investigation
- reporting and documentation requirements
- resource and equipment allocations.

***Relevant persons may include:***

- client
- industry or government representatives
- police
- security personnel
- supervisor or manager
- technical specialist.

***Resources and equipment***

- 35mm and video cameras
- compass
- lap-top computer
- mobile phones, pagers
- personnel
- scales
- scanners (audio, document, computer)

- tape measures
  - transport
  - voice recorder, transcript recorder
  - writing instruments.
- Technical specialists may be:**
- accountants
  - engineers
  - forensic experts
  - information technology experts
  - photographers
  - solicitors, lawyers
  - specialist investigators
  - undercover operatives.
- Information sources**
- colleagues, supervisor, management
  - government departments or agencies
  - industry networks
  - industry specialists
  - internet and other electronic sources
  - interviews and meetings
  - library
  - newspapers and other print media
  - photographs
  - plans, map and schematic drawings
  - police
  - professional bodies
  - records, reports, case notes.
- Information systems may depend on:**
- importance of information
  - reliability of information
  - sensitivity of information
  - source or origin of information
  - where information is to be disseminated.
- Evidence may be:**
- circumstantial
  - direct
  - documentary
  - hearsay
  - opinion
  - physical.
- Methods for collecting information may include:**
- electronic
  - meetings and interviews
  - photograph and filmed evidence
  - pretext inquiries
  - questioning

- researching public records
  - taking statements
  - testing of rumour
  - undercover operations
  - use of informants.
- Communication skills may include:***
- active listening
  - comprehension
  - negotiation
  - note-taking
  - positive body language
  - questioning
  - reading accurately
  - speaking clearly
  - summarising
  - writing.
- Interpersonal techniques may include:***
- active listening
  - being respectful and non-discriminatory to others
  - control of tone of voice and body language
  - demonstrating flexibility and willingness to negotiate
  - interpreting non-verbal and verbal messages
  - maintaining professionalism
  - providing and receiving constructive feedback
  - questioning to clarify and confirm understanding
  - two-way communication
  - use of communication appropriate to cultural differences
  - use of positive, confident and cooperative language.
- Social and cultural differences may relate to:***
- dress and personal presentation
  - food
  - language
  - religion
  - social conventions
  - traditional practices
  - values and beliefs.
- Available facts may relate to:***
- accident reports
  - claims
  - employer accident records
  - machinery reports
  - medical reports
  - personal records
  - personnel records
  - policies



- Format may relate to:**
- travel documents.
  - accuracy
  - common industry terminology
  - enclosures and attachments
  - length
  - sequence of coverage
  - style
  - use of abbreviations
  - use of appendices
  - use of plain English.

## Unit Sector(s)

**Unit sector**                      Security

## Competency field

**Competency field**              Investigative services

## CUVPUB501A Develop and manage public relations strategies

### Modification History

| Version    | Comments                                                                                                 |
|------------|----------------------------------------------------------------------------------------------------------|
| CUVPUB501A | This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement plans for public relations activities within an organisation.

### Application of the Unit

The skills and knowledge outlined in this unit are relevant to owner/managers of small businesses, departmental managers within organisations and marketing personnel.

At this level individuals are working independently and are expected to apply theoretical concepts in a broad range of contexts, which involve contingency planning and devising solutions to unpredictable problems.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| Element                                | Performance Criteria                                                       |
|----------------------------------------|----------------------------------------------------------------------------|
| <i>Elements describe the essential</i> | <i>Performance criteria describe the performance needed to demonstrate</i> |

|                                   |                                                                                                                                                                                                                                              |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| outcomes of a unit of competency. | achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Generate organisational identity consistent with organisation's vision | <p>1.1 Collect and analyse <b>internal and external information</b> relevant to the development of <b>public relations strategies</b></p> <p>1.2 Review the organisation's core activities, business values and current business direction to identify potential <b>images and messages</b></p> <p>1.3 Identify and consult with key <b>stakeholders</b> about public relations issues</p>                                                                                                                                                                                                                                                                                       |
| 2. Prepare public relations plans or strategies                           | <p>2.1 Identify <b>target groups</b> for public relations activities</p> <p>2.2 Identify and select strategies that enhance and promote the organisation's identity to target groups</p> <p>2.3 Identify and plan for the range of <b>potential situations</b> and reactions to which the organisation may need to respond</p> <p>2.4 Incorporate <b>legal and ethical considerations</b> into the planning process</p> <p>2.5 Provide timely opportunities for colleagues to contribute to public relations planning</p> <p>2.6 Negotiate changes to plans as required</p> <p>2.7 Submit public relations plans for approval according to organisational policy as required</p> |
| 3. Manage the implementation of public relations plans                    | <p>3.1 Define and clearly communicate all <b>aspects</b> of public relations plans to others involved in the public relations activities</p> <p>3.2 Implement and monitor actions detailed in plans and take action to rectify anything that has the potential to impact negatively on activities</p> <p>3.3 Produce public relations reports according to organisational policy</p> <p>3.4 Share public relations information with colleagues to maintain awareness of current direction and priorities of</p>                                                                                                                                                                  |

|                                               |                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | organisation                                                                                                                                                                                                                                                                                                                           |
| 4. Evaluate and review public relations plans | <p>4.1 Establish appropriate <b>mechanisms</b> to obtain feedback about public relations activities and strategies</p> <p>4.2 Evaluate <b>public relations activities</b> using agreed methods and benchmarks</p> <p>4.3 Make adjustments according to feedback and evaluation</p> <p>4.4 Communicate and implement agreed changes</p> |

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - relate to people from diverse backgrounds and people with diverse abilities
  - discuss issues around public relations activities with a range of stakeholders
  - negotiate changes to public relations strategies in a constructive manner
  - brief colleagues about public relations activities
- initiative and enterprise skills to:
  - devise public relations activities that best suit target groups
  - anticipate and manage risks to public relations activities
- literacy skills to:
  - interpret a range of complex material
  - write reports and strategic materials
- planning and organising skills to:
  - organise information in a logical way when producing public relations plans and reports
  - manage projects and processes
- research skills to obtain necessary background information to assist with the development of public relations plans and strategies
- technology skills to:
  - use a range of office equipment and software to produce public relations plans and reports
  - make effective use of the internet for research purposes.

### Required knowledge

- public relations context for the organisation, including ways in which similar organisations generate and promote their identity
- ways in which public relations link to other aspects of marketing and management
- issues and challenges that can arise in the context of developing and managing public relations strategies
- structure and functions of a range of print and electronic media
- planning techniques and formats in relation to public relations
- formats, features and uses of different public relations resources
- legal issues that specifically impact on public relations practice
- intellectual property issues and legislation that impact on public relations activities.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• develop a public relations plan for a specific organisation or area of an organisation</li> <li>• work collaboratively with others on the development and implementation of public relations activities</li> <li>• apply knowledge of public relations protocols, resources and activities.</li> </ul>                                                                                                                                                                                 |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• an organisation for which public relations activities could be planned</li> <li>• materials, resources and equipment needed to research public relations campaigns and media opportunities.</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• evaluation of a public relations plan developed by the candidate</li> <li>• role play or simulation and practical activities to assess candidate's consultation and communication skills and ability to interact with the media</li> <li>• questioning and discussion about case studies, plans and strategies</li> <li>• review of portfolios of evidence</li> </ul> |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• review of third-party reports from experienced practitioners.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p> |
| <b>Guidance information for assessment</b> | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.                                                                                                                                                                                                                                                                                                                                   |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                         |                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Internal and external information</b> may relate to: | <ul style="list-style-type: none"> <li>• business plans</li> <li>• community activities</li> <li>• competitor organisations</li> <li>• current industry trends and developments</li> <li>• current market conditions</li> <li>• financial plans</li> <li>• government activities</li> <li>• legal environment</li> <li>• marketing plans.</li> </ul> |
| <b>Public relations strategies</b> may be for:          | <ul style="list-style-type: none"> <li>• a department</li> <li>• a program of events</li> <li>• a single event</li> <li>• a specific product or service</li> <li>• an organisation.</li> </ul>                                                                                                                                                       |
| <b>Images and messages</b> may relate to:               | <ul style="list-style-type: none"> <li>• nature of products and services:             <ul style="list-style-type: none"> <li>• exhibitions</li> <li>• performances</li> <li>• sale</li> </ul> </li> <li>• operational style:             <ul style="list-style-type: none"> <li>• efficient</li> <li>• ethical</li> </ul> </li> </ul>                |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <ul style="list-style-type: none"> <li>• fair</li> <li>• responsive</li> <li>• relationship to public: <ul style="list-style-type: none"> <li>• leading edge</li> <li>• responsive</li> </ul> </li> <li>• service provision: <ul style="list-style-type: none"> <li>• access</li> <li>• hours of operation</li> <li>• range of facilities</li> <li>• services</li> </ul> </li> <li>• stylistic direction: <ul style="list-style-type: none"> <li>• classical</li> <li>• contemporary</li> <li>• folk</li> <li>• indigenous</li> <li>• innovative</li> <li>• international</li> </ul> </li> <li>• track record of organisation</li> <li>• visual identity: <ul style="list-style-type: none"> <li>• colour</li> <li>• logo</li> <li>• public appearance</li> <li>• signage.</li> </ul> </li> </ul> |
| <b>Stakeholders</b> may include:  | <ul style="list-style-type: none"> <li>• funding bodies</li> <li>• patrons</li> <li>• promoters</li> <li>• representatives from boards and committees associated with organisation</li> <li>• sponsors</li> <li>• staff</li> <li>• visitors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Target groups</b> may include: | <ul style="list-style-type: none"> <li>• audiences</li> <li>• event organisers</li> <li>• funding bodies</li> <li>• media representatives: <ul style="list-style-type: none"> <li>• directors</li> <li>• journalists</li> <li>• editors</li> <li>• producers</li> </ul> </li> <li>• patrons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <ul style="list-style-type: none"> <li>• promoters</li> <li>• related businesses</li> <li>• sponsors</li> <li>• staff</li> <li>• suppliers</li> <li>• vendors</li> <li>• visitors</li> <li>• volunteers.</li> </ul>                                                                                                                                                  |
| <b>Potential situations</b> may include:               | <ul style="list-style-type: none"> <li>• capitalising on favourable publicity</li> <li>• minimising the impact of unfavourable press</li> <li>• responding to unforeseen operational issues, such as: <ul style="list-style-type: none"> <li>• accidents</li> <li>• shortages</li> </ul> </li> <li>• unprecedented or overwhelming support or attendance.</li> </ul> |
| <b>Legal and ethical considerations</b> may relate to: | <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• cultural expectations and influences</li> <li>• legislation</li> <li>• social responsibilities.</li> </ul>                                                                                                                                                                                     |
| <b>Aspects</b> may include:                            | <ul style="list-style-type: none"> <li>• budgets</li> <li>• priorities</li> <li>• responsibilities</li> <li>• risks</li> <li>• target groups</li> <li>• timelines.</li> </ul>                                                                                                                                                                                        |
| Feedback <b>mechanisms</b> may include:                | <ul style="list-style-type: none"> <li>• consultation with colleagues</li> <li>• direct questioning</li> <li>• formal/written feedback</li> <li>• measurements of level of support: <ul style="list-style-type: none"> <li>• attendance</li> <li>• patronage</li> <li>• sponsorship</li> </ul> </li> <li>• media monitoring.</li> </ul>                              |
| <b>Public relations activities</b> may relate to:      | <ul style="list-style-type: none"> <li>• charitable support</li> <li>• cocktail parties</li> <li>• direct advertising</li> <li>• gifts</li> <li>• guest appearances</li> <li>• launches</li> <li>• membership and loyalty programs</li> <li>• openings</li> <li>• sponsorship</li> </ul>                                                                             |



|  |             |
|--|-------------|
|  | • websites. |
|--|-------------|

## Unit Sector(s)

Business development – public relations

# HLTFA301B Apply first aid

## Modification History

## Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

## Application of the Unit

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

## Licensing/Regulatory Information

## Pre-Requisites

## Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

# Elements and Performance Criteria

## Elements and Performance Criteria

| Element                      | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Assess the situation       | <p>1.1 Identify assess and minimise <b>hazards</b> in the situation that may pose a risk of injury or illness to self and others</p> <p>1.2 Minimise immediate <b>risk</b> to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements</p> <p>1.3 Assess casualty and identify injuries, illnesses and conditions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2 Apply first aid procedures | <p>2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness</p> <p>2.2 Use available <b>resources and equipment</b> to make the casualty as comfortable as possible</p> <p>2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner</p> <p>2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort</p> <p>2.5 Seek consent from casualty prior to applying first aid management</p> <p>2.6 Provide <b>first aid management</b> in accordance with <b>established first aid principles</b> and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements</p> <p>2.7 Seek first aid assistance from others in a timely manner and as appropriate</p> <p>2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures</p> |

- 2.9 Use safe manual handling techniques as required
- 2.1 Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
- 2.1 Finalise casualty management according to casualty's needs and first aid principles
- 3 Communicate details of the incident
  - 3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant **communication media and equipment**
  - 3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
  - 3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
  - 3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
  - 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
- 4 Evaluate own performance
  - 4.1 Seek feedback from **appropriate clinical expert**
  - 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
  - 4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

**Essential knowledge:**

ARC Guidelines relating to provision of first aid as outlined

Working knowledge of:

basic principles and concepts underlying the practice of first aid

procedures for dealing with major and minor injury and illness

priorities of management in first aid when dealing with life threatening conditions

basic occupational health and safety requirements in the provision of first aid

infection control principles and procedures, including use of standard precautions

chain of survival

first Aiders' skills and limitations

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

First aid management of:

abdominal injuries

allergic reactions

altered and loss of consciousness

bleeding

burns - thermal, chemical, friction, electrical

cardiac arrest

casualty with no signs of life

chest pain

choking/airway obstruction

injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

envenomation - snake, spider, insect and marine bites

environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke

fractures

medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

near drowning

poisoning and toxic substances (including chemical contamination)  
respiratory distress  
seizures  
shock  
stroke  
substance misuse - common drugs and alcohol, including illicit drugs

Awareness of stress management techniques and available support

Social/legal issues:

duty of care  
need to be culturally aware, sensitive and respectful  
importance of debriefing  
confidentiality  
own skills and limitations

**Essential skills:**

Ability to:

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit **HLTCPR201A Perform CPR**)

Apply first aid principles

Infection control, including use of standard precautions

Follow OH&S guidelines

Demonstrate:

safe manual handling  
consideration of the welfare of the casualty  
ability to call an ambulance  
site management to prevent further injury

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

medical/pharmaceutical instructions

Administer medication in line with state/territory regulations, legislation and policies

Prepare a written incident report or provide information to enable preparation of an incident report

Communicate effectively and assertively in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evaluate own response and identify appropriate improvements where required

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

### Critical aspects of assessment:

Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit

Competence should be demonstrated working individually and, where appropriate, as part of a first aid team

Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting

Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

**Context and resources required for assessment:**

Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge

For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

**Access and equity considerations:**

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.



**Contextualisation to address specific requirements may include:**

Focus on first aid management of specific types of injury

First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)

**Established first aid principles include:**

Preserve life

Prevent illness, injury and condition(s) becoming worse

Promote recovery

Protect the unconscious casualty

**Vital signs include:**

Consciousness

Breathing

Circulation

**A hazard is:**

A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

**Hazards may include:**

Physical hazards

Biological hazards

Chemical hazards

Hazards associated with manual handling

**Risks may include:**

Risks from equipment, machinery and substances

Risks from first aid equipment

Environmental risks

Exposure to blood and other body substances

Risk of further injury to the casualty  
Risks associated with the proximity of other workers and bystanders  
Risks from vehicles

**Casualty's condition is managed for:**

Abdominal injuries  
Airway obstruction  
Allergic reactions  
Altered and loss of consciousness  
Bleeding  
Burns - thermal, chemical, friction, electrical  
Chest pain/cardiac arrest  
Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations  
Near drowning  
Envenomation - snake, spider, insect and marine bites  
Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke  
Fractures  
Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions  
No signs of life  
Poisoning and toxic substances (including chemical contamination)  
Respiratory distress/arrest  
Seizures  
Shock  
Stroke  
Substance misuse - common drugs and alcohol, including illicit drugs.

**First aid management must take into account applicable aspects of:**

The setting in which first aid is provided, including:

- workplace policies and procedures
- industry/site specific regulations, codes etc.
- OHS requirements
- state and territory workplace health and safety legislative requirements
- location and nature of the incident
- situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents
- location of emergency services personnel.

The use and availability of first aid equipment and resources

- Infection control
- Legal and social responsibilities of first aider

**Resources and equipment are used appropriate to the risk to be met and may include:**

- AED
- First aid kit
- Auto-injector
- Puffer/inhaler
- Resuscitation mask or barrier
- Spacer device

**Communication media and equipment may include but are not limited to:**

- Telephones, including landline, mobile and satellite phones
- HF/VHF radio
- Flags
- Flares
- Two way radio
- Email

Electronic equipment

Hand signals

**Appropriate clinical expert may include:**

Supervisor/manager

Ambulance officer/paramedic

Other medical/health worker

**Documentation may include:**

Injury report forms

Workplace documents as per organisation requirements

**Documentation may include recording:**

Time

Location

Description of injury

First aid management

Fluid intake/output, including fluid loss via:  
blood

vomit

faeces

urine

Administration of medication including:

time

date

person administering

dose

Vital signs

## Unit Sector(s)

## HLTFA403C Manage first aid in the workplace

### Modification History

| HLT07 Version 4                                | HLT07 Version 5                                | Comments                                                                                                                                                        |
|------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTFA403B<br>Manage first aid in the workplace | HLTFA403C<br>Manage first aid in the workplace | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated unit codes to First Aid references. |

### Unit Descriptor

**Descriptor**

This unit addresses the establishment and maintenance of facilities to enable or facilitate the provision of appropriate first aid in the workplace

### Application of the Unit

**Application**

The skills and knowledge described in this competency unit are suitable for those in nominated workplace first aider roles

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to WHS and provision of first aid

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                 |                                                                                                                                                                   |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish a workplace first aid facility     | 1.1 Plan a <i>first aid facility</i> in the workplace to address <i>workplace and legislative requirements</i>                                                    |
|                                                 | 1.2 Identify potential <i>workplace hazards</i> and assess <i>associated risks</i> as a basis for determining <i>first aid resource</i> requirements              |
|                                                 | 1.3 Identify and prepare first aid equipment and resources required to address identified workplace requirements                                                  |
|                                                 | 1.4 Identify personnel requirements in line with legislative and workplace requirements                                                                           |
|                                                 | 1.5 Establish and maintain links with relevant <i>first aid bodies and professional organisations</i> to maintain currency in the field and for referral purposes |
|                                                 | 1.6 Access and provide information in the workplace to encourage risk minimisation and facilitate access to first aid facilities as appropriate                   |
| 2. <i>Manage</i> a workplace first aid facility | 2.1 Monitor and maintain availability of adequate resources to support workplace first aid response                                                               |

**ELEMENT****PERFORMANCE CRITERIA**

- 2.2 Conduct regular inspections of stock and equipment to ensure currency and operational readiness in line with workplace requirements
  - 2.3 Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures
  - 2.4 Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturer's/supplier's instructions
  - 2.5 Contribute to the review of risks in the workplace and validation of organisation policies and procedures relating to the provision of first aid
  - 2.6 Contribute to planning for response to major workplace incidents
  - 2.7 Deploy appropriate equipment, resources and personnel to ensure timely and effective first aid response in line with workplace requirements
  - 2.8 Use safe manual handling techniques
- 
- 3. Manage workplace first aid records
    - 3.1 Ensure *documentation* is completed as required according to legislation and workplace procedures
    - 3.2 Maintain first aid records in line with legislative requirements and workplace security practices
    - 3.3 Send relevant documents to appropriate bodies in line with workplace and legislative requirements
    - 3.4 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
- 
- 4. Evaluate the provision of first aid in the workplace
    - 4.1 Evaluate management of workplace incidents and develop an action plan in consultation with relevant parties to improve first aid response in the workplace if required
    - 4.2 Participate in debriefing/evaluation in order to improve future operations and address individual needs
    - 4.3 Ensure first aid response is provided in a culturally aware, sensitive and respectful manner
    - 4.4 Implement and evaluate workplace management



**ELEMENT****PERFORMANCE CRITERIA**

procedures in accordance with risk assessment

4.5 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Working knowledge of:
  - Australian Resuscitation Council (ARC) Guidelines relating to provision of first aid
  - company/organisation standard operating procedures (SOPS)
  - first aid risk assessment practices and procedures
  - first aiders' skills and limitations in relation to first aid response in the workplace
  - how to gain access to and interpret Safety Data Sheets (SDS)
  - legal responsibilities and duty of care
  - occupational health and safety requirements in the provision of first aid
  - priorities of management in first aid
  - procedures for dealing with major and minor accidents in the workplace
  - safe storage and handling of medication in the workplace
- First aid equipment and resources to manage injuries and illnesses addressed in HLTFA311A: Apply first aid and HLTFA412A: Apply advanced first aid
- First aid management procedures for conditions identified in the Range Statement
- Infection control principles and procedures, including using standard precautions
- State/territory regulations, legislation and policies relating to:
  - currency of first aid skills and knowledge
  - first aid training
  - occupational health and safety requirements in the provision of first aid

## REQUIRED SKILLS AND KNOWLEDGE

- workplace first aid provision
- Stress management techniques and available support
- Social issues, with particular reference to workplace culture, issues and resources and associated organisation requirements:
  - importance of first aid response to be culturally aware, sensitive and respectful
  - debriefing counselling procedures
  - consent and confidentiality
  - own skills and limitations

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply first aid principles in the workplace
- Assess workplace first aid requirements
- Communicate effectively and assertively and show leadership in an incident
- Conduct an initial casualty assessment and prioritisation
- Conduct/review first aid risk assessment
- Demonstrate:
  - adequate infection control procedures - use of standard precautions
  - consideration of the welfare of casualties and first aiders
  - incident management skills
  - safe manual handling
  - safe storage and handling of medication in the workplace
  - safe storage and handling procedures for pressurised gases
- Implement WHS guidelines
- Interpret, use and maintain records of the range of documentation required by the workplace and regulatory authorities
- Maintain first aid equipment and resources in operational condition
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Manage a first aid response in an identified workplace context
- Plan an appropriate first aid response in line with established first aid principles, ARC Guidelines and/or State/Territory regulations, legislation and policies and respond appropriately to contingencies in line with own level of skills and knowledge
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use high level literacy and numeracy skills as required to read, interpret, address and

## REQUIRED SKILLS AND KNOWLEDGE

communicate guidelines, protocols and reporting requirements

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

- Critical aspects of assessment:*
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
  - Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
  - Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

- Interdependence of units:*
- Competence in this unit may be assessed individually or with other related competency units, such as:
- Occupational health and safety
  - Risk assessment
  - Emergency procedures

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal

## EVIDENCE GUIDE

and/or Torres Strait Islander clients and communities

*Related units:*

This unit should be assessed either after or in conjunction with achievement of the following related competency unit:

- HLTFA412A Apply advanced first aid

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

*Workplace first aid facility may involve:*

- First aid room/clinic
- First aid kits suited to specific workplace needs
- First aid equipment and resources
- Availability of personnel trained to provide first aid

*Workplace first aid management must take into account:*

- Workplace policies and procedures
- Industry/site specific regulations, codes
- Workplace WHS requirements
- State and territory workplace health and safety legislative requirements

*Workplace and legislative requirements for a first aid facility include:*

- State/territory regulations, legislation and policies
- Specific industry requirements, regulations and/or WHS issues
- Specific hazards present in the workplace
- Number of employees in the workplace
- Number of different workplace sites/locations
- Proximity to local services, including doctors,

**RANGE STATEMENT**

hospital, ambulance and other emergency services

*First aid resources may include but are not limited to:*

**Non-consumables:**

- Equipment, such as:
  - oxygen resuscitation/cylinders
  - AED
  - thermometers
  - auto-injectors
  - back boards
  - stretchers
  - soft bag resuscitator
  - first aid kit
  - casualty's medication
  - analgesic inhalers
  - analgesic gas equipment
  - resuscitation mask or barrier
  - spacer device
  - cervical collars
  - Personal Protective Equipment
- Relevant texts and documentation, such as:
  - Australian Resuscitation Council Guidelines
  - first aid principles, policies and procedures
  - reference materials including SDSs, relevant Occupational Health and Safety Act and Regulations
  - first aid code of practice/compliance codes
  - workplace records and blanks
- Communication systems and equipment

*First aid resources may include but are not limited to:*

**Consumables:**

- First aid kits, including bandages, tape, scissors, splinter removers, antiseptic, eye management, disinfectants, resuscitation masks, emergency numbers and contacts, etc
- Dressings
- Ointments
- Cold packs

**RANGE STATEMENT**

- Analgesics
- Splints
- Sharps disposal
- Bio-hazardous waste bags/bins
- Medical grade oxygen
- Bandages
- Medication
- Personal protective equipment
- Eye wash
- Disinfectants
- Bronchodilators

*Workplace hazards and risks may include:*

- Hazards associated with workplace equipment, machinery, substances and processes
- Environmental risks
- Risks associated with first aid response involving:
  - first aid equipment (oxygen cylinders, AED)
  - exposure to blood and other body substances
  - risk of further injury to the casualty
  - risks associated with the proximity of other workers and bystanders

*First aid bodies and professional organisations may include:*

- Australian Resuscitation Council (ARC)
- Support Groups
- Registered Providers/Authorities
- Emergency services

*First aid management skills must include:*

- Administration of analgesic gases in accordance with ARC Guidelines, state/territory regulations, legislation and policies and industry requirements
- CPR
- Infection control
- AED (where available)

*First aid management must account for:*

- Location and nature of the workplace
- Environmental conditions e.g. electricity, biological risks, weather, motor vehicle accidents
- Location of emergency services personnel

**RANGE STATEMENT**

- Number of casualties and potential casualties
- Use and availability of first aid equipment, resources and pharmaceuticals
- Types of dangers/risks to the casualty and any others in the vicinity of the situation
- Confined spaces, subject to industry need

*Documentation may include:*

- Incident/injury reports
- Casualty history forms
- Disease notification
- Workcover forms
- Medication registers
- Workers' compensation
- Day book
- Pre-participation records (sport)
- Medical histories
- Management records
- Stock records
- Infection control records
- Training records
- First aid risk assessment

**Unit Sector(s)**

Not Applicable

# HLTGM202B Use hand and power tools

## Modification History

## Unit Descriptor

This unit of competency describes the skills and knowledge required to safely and appropriately use hand and power tools while conducting maintenance and construction tasks

## Application of the Unit

Work will usually be performed within a prescribed range of functions involving known routines and procedures

## Licensing/Regulatory Information

## Pre-Requisites

## Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                           | Performance Criteria                                                                                                                                                    |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Identify and select <b>hand and power tools</b> | 1.1 Identify and follow the occupational health and safety requirements for using hand and power tools<br>1.2 Select, correctly fit and use appropriate <b>personal</b> |



**protective equipment**

- 1.3 Select hand and power tools consistent with the needs of the task
- 1.4 Check tools for serviceability and safety and report any faults to supervisor
- 1.5 Identify power supply
- 1.6 Select equipment needed to hold or support power tool application
- 2 Use hand tools
  - 2.1 Locate and hold in place material needed for hand tool application
  - 2.2 Use hand tools safely and effectively
  - 2.3 Safely locate hand tools when not in immediate use
- 3 Use power tools
  - 3.1 Locate and hold in place material needed for power tool application
  - 3.2 Use power tools safely and effectively
  - 3.3 Safely locate power tools when not in immediate use
- 4 Clean up
  - 4.1 Clean, maintain and store tools correctly and according to organisation requirements
  - 4.2 Clean, visually check and store power leads/hoses
  - 4.3 Clean and store equipment
  - 4.4 Clear the work area and remove waste

**Required Skills and Knowledge**

This describes the essential skills and knowledge and their level required for this unit.

**Essential knowledge:**

Functions and use of hand and power tools

Operating procedures

Safety requirements for tool operation

**Essential skills:**

Ability to:

Demonstrate work safely to instructions

Apply appropriate hand-eye coordination in the use of tools

Select appropriate tool for intended task and materials involved

Handle/hold materials during operation of tools

Communicate with others in relation to work to be undertaken and potential workplace disruption

Follow infection control practices

Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Apply problem solving skills - the ability to use available resources and prioritise workload

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

**Critical aspects for assessment and evidence required to demonstrate this competency unit:**

Consistency of performance should be demonstrated over the required range of workplace situations

Ability to work safely, and follow the organisation's occupational health and safety practices

Relevant knowledge of the tools required to be used in performing maintenance work on

the organisation's buildings, plant, equipment and machinery

Ability to identify boundaries of role and when to refer problems to a tradesperson in relation to the use of tools

Demonstrate compliance with occupational health and safety regulations applicable to the use of tools

Apply correct operating procedures for the use of tools

Interactively communicate with others in relation to the use of power tools

**Context of and specific resources for assessment:**

Assessment should replicate workplace conditions as far as possible

Simulations may be used to represent workplace conditions as closely as possible

Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Resources essential for assessment include:

Workplace health and safety policies

Hand and power tools appropriate to the maintenance tasks in the organisation and to the worker's role

Suitable work area

Maintenance policy and procedures

Tool handling manuals

Job description

**Method of assessment**

Observation in the work place (if possible)

Written assignments/projects

Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

## Questioning

### Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

### Hand tools may include, but are not limited to:

Adjustable spanners  
Bars (crow and pinch)  
Bolt cutters  
Brooms  
Chisels

Hacksaws and handsaws

Hammers

Measuring tapes

Nips

Picks/mattocks

Pliers

Sealant gun

Shovel/spades

Sledge hammers

Spanners and wrenches

Spirit level

Straight edge

String lines

Trowels and float

Wire cutters

Paint brushes/rollers

Spatula/putty knives

Screwdrivers

**Power tools include but are not limited to:**

Drills

Nail guns

Staplers

Sanders

Angle grinders

Pneumatic wrenches

Circular saw

Jig saws

Planers

Routers

Jackhammer

Other tools powered by compressed air or electricity

**Personal protective equipment may include, but is not limited to:**

Overalls, boots  
Hard hat/cap  
Safety glasses/goggles  
Gloves  
Ear plugs/muff  
Face mask/respirator

**Unit Sector(s)**

# HLTGM305B Maintain pool environments

## Modification History

## Unit Descriptor

This unit of competency describes the skills and knowledge required to monitor and maintain the water quality in pools and spas

This unit of competency applies to health facilities with pools and spas

## Application of the Unit

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams

## Licensing/Regulatory Information

## Pre-Requisites

## Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### Elements and Performance Criteria

#### Element

#### Performance Criteria

- |                                     |                                                                                                 |
|-------------------------------------|-------------------------------------------------------------------------------------------------|
| 1 Monitor <b>pool water quality</b> | 1.1 Carry out routine regular water testing according to organisation procedures and regulatory |
|-------------------------------------|-------------------------------------------------------------------------------------------------|

- requirements
- 1.2 Test water for pH level, total alkalinity and chlorine levels
- 1.3 Visually check water quality regularly and initiate corrective action
- 1.4 Accurately read levels and compare with prescribed levels
- 1.5 Identify special problems and report to the appropriate person(s)
- 2 Observe **state and local government health requirements**
  - 2.1 Conduct pool monitoring according to state and local health requirements
  - 2.2 Complete and maintain records according to state and local health requirements and organisation reporting procedures
- 3 Action water problems
  - 3.1 Accurately diagnose special water quality problems and determine treatment
  - 3.2 Identify problem requiring specialist assistance and notify the appropriate person(s)
- 4 Ensure safe use of chemicals
  - 4.1 Identify chemical to-up requirements and carefully measure
  - 4.2 Distribute chemicals to pools at correct time and in correct quantities according to organisation procedures
  - 4.3 Lift and carry chemicals using correct lifting techniques and appropriate equipment
  - 4.4 Identify and handle hazardous chemicals according to OHS guidelines
  - 4.5 Wear appropriate protective clothing when handling chemicals
- 5 Test discharge
  - 5.1 Test the discharge to be drained off to ensure compliance with local government and environmental legislation
  - 5.2 Record pool water treatments and corrective action according to organisation specifications and promptly report to the appropriate person(s)



- |   |                       |                                                                                                                                                                                   |
|---|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | Monitor water volumes | 6.1 Regularly test water volumes to ensure that damage to the filtration systems is avoided and pump efficiency is maintained                                                     |
| 7 | Maintain equipment    | 7.1 Conduct testing of pumps and filtration equipment on a regular basis, according to organisation procedures                                                                    |
|   |                       | 7.2 Diagnose faults with plant and equipment and implement action according to organisation procedures                                                                            |
|   |                       | 7.3 Rectify <b>faults and problems</b> requiring routine maintenance                                                                                                              |
|   |                       | 7.4 Carry out preventative maintenance of plant and equipment for the long term protection of assets according to organisation procedures and supplier/manufacture specifications |
|   |                       | 7.5 Identify problems requiring specialist assistance and notify the appropriate person(s)                                                                                        |
| 8 | Monitor w             | 8.1 Conduct regular cleaning according to organisation procedures                                                                                                                 |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### Essential knowledge:

Relevant organisation policy and procedures and equipment safety requirements, including OHS

Types and purpose of pool chemicals and treatments

Hand tools and equipment

Materials relevant to pool maintenance

Safe materials handling procedures

## Measurement and chemical calculation requirements

### Essential skills:

Ability to:

Work safely to instructions

Use hand tools

Safely handle materials and chemicals

Address measurement and chemical calculation requirements

Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Apply problem solving skills - the ability to use available resources and prioritise workload

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### Critical aspects for assessment and evidence required to demonstrate this competency unit:

Observation of workplace performance is essential for assessment of this unit

Consistency of performance should be demonstrated over the required range of workplace situations

Demonstration of the safe and effective preparation of chemicals and materials for the process used to maintain pool environments

Compliance with OHS regulations applicable to workplace operations

Compliance with organisation policies and procedures including quality assurance requirements

Tools, plant and equipment used safely and

effectively

**Context of and specific resources for assessment:**

Assessment should replicate workplace conditions as far as possible

Simulations may be used to represent workplace conditions as closely as possible

Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Resources essential for assessment include:

General materials relevant to pool maintenance process

Hand tools and power tools appropriate to pool maintenance process

Plant and equipment appropriate to pool maintenance

Suitable work area appropriate to pool maintenance

Material safety data sheets on all chemicals used in the pool maintenance process

Workplace health and safety policies

Job description

**Method of assessment**

Observation in the work place (if possible)

Written assignments/projects

Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

Questioning

Role play simulation

**Access and equity considerations:**

All workers in the health industry should be aware of access and equity issues in relation

to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

**Pools include all types which may be found in rehabilitation, community health, hospital, obstetric facilities:**

Swimming pools

Hydrotherapy pools

Spas

Decorative pools and fountains

Animal pools

**State and local government requirements may include:**

Environmental protection agency guidelines

Local council regulations

**Testing may include:**

Chemical testing  
Probes  
Electronic metres

**Equipment may include:**

Pumps  
Filtration equipment  
Plant equipment  
Automatic pool cleaners

**Pool water quality refers to:**

Levels of water treatment and chemical balance governed by local health regulations for the treatment of public swimming pool water

**Faults and problems requiring routine maintenance may include:**

Minor plumbing  
Removing and repairing underwater light  
Dredging  
Cleaning may be either manual and/or automatic

**Cleaning may include:**

Removing debris and leaves  
Vacuuming

**Unit Sector(s)**

## PSPREG401C Exercise regulatory powers

### Modification History

| Release | TP Version | Comments                                |
|---------|------------|-----------------------------------------|
| 3       | PSP12V1    | Unit descriptor edited.                 |
| 2       | PSP04V4.2. | Layout adjusted. No changes to content. |
| 1       | PSP04V4.1  | Primary release.                        |

### Unit Descriptor

This unit covers the exercise of powers under the organisation's enabling legislation, and other relevant legislation for regulation, monitoring, inspection and investigation. It includes establishing regulatory powers, applying enabling legislation, utilising other legislation and standards, and working with other organisations.

In practice, exercising regulatory powers occurs in the context of other specialist and generalist public sector work activities such as acting ethically, promoting client compliance, assessing compliance, conducting investigations, making arrests, conducting search and seizure, interviewing, gathering evidence, etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

## Elements and Performance Criteria

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish regulatory powers             | <p>1.1 Current information relating to enabling <b><i>legislation</i></b> and regulations is accessed and used to maintain up-to-date knowledge of requirements.</p> <p>1.2 Powers provided under the legislation and the boundaries of those powers are confirmed.</p> <p>1.3 Compliance requirements of the legislation, related regulations, standards, codes of practice and policy are identified and confirmed.</p> <p>1.4 Acts and omissions that comprise non-compliance/offences under the legislation are identified and confirmed.</p>                                                                                                                                                                                                                                                              |
| 2. Apply enabling legislation              | <p>2.1 Circumstances where regulatory powers will be exercised are identified and analysed to determine <b><i>response/s or measures</i></b> to apply, in accordance with the legislation and organisational policy and procedures.</p> <p>2.2 Circumstances requiring the exercise of regulatory powers that are outside own limits are identified and referral to others is made in accordance with organisational policy and procedures.</p> <p>2.3 <b><i>Risks associated with the exercise of regulatory powers</i></b> are identified and strategies to manage risks are identified in accordance with the organisation's risk management strategy.</p> <p>2.4 Enabling legislation is applied consistent with the boundaries and powers contained therein and organisational policy and procedures.</p> |
| 3. Utilise other legislation and standards | <p>3.1 <b><i>Other legislation</i></b> and <b><i>standards</i></b> which impact on powers are identified and their requirements confirmed.</p> <p>3.2 Apparently conflicting legislative directions are resolved or referred in accordance with organisational policy and procedures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**ELEMENT****PERFORMANCE CRITERIA****4. Work with other organisations**

- 4.1 Organisations that have jurisdictions which may overlap are identified and **relationships** are established and maintained in accordance with organisational policy and procedures.
- 4.2 Organisations available to provide assistance and advice or take referrals are identified and relationships are established for mutual benefit.
- 4.3 Organisational protocols and procedures are followed when working with **other organisations**.
- 4.4 Compliance matters are referred to other organisations for action when required in accordance with organisational policy and procedures.
- 4.5 Lead agency protocols/lines of authority are followed during operations involving more than one organisation.

**Required Skills and Knowledge**

This section describes the essential skills and knowledge and their level, required for this unit.

**Skill requirements**

Look for evidence that confirms skills in:

- undertaking research and analysis
- using information technology to access relevant legislation and procedures
- reading complex written materials such as legislation, regulations, codes of practice and legal precedents and applying them to work practices
- using scanning techniques to locate main ideas in legislation, guidelines and policy documents
- engaging in discussion involving exchanges of often complex oral information
- communicating with a range of people from diverse backgrounds
- responding to diversity, including gender and disability
- choosing regulatory responses/measures to fit the circumstances and justifying those responses against legislation, guidelines, policy and regulations
- networking, building relationships and working with others
- applying occupational health and safety and environment procedures relating to the exercise of regulatory powers

**Knowledge requirements**

Look for evidence that confirms knowledge and understanding of:



- full range of regulatory powers and the limits to those powers
- enabling legislation
- offences under the legislation
- aspects of criminal law, administrative law, industrial law, contract law
- statutory time limits
- applicable standards
- terminology used in legislation and procedures
- organisational policies, guidelines and regulations
- equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to the exercise of regulatory powers

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPCART401B Carry out court orderly functions
  - PSPCART402B Manage witnesses
  - PSPCART403B Handle exhibits and documents tendered
  - PSPCART404B Serve process
  - PSPCART405B Handle monies received in satisfaction of warrants or orders
  - PSPCART406B Compile and use official notes
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPREG402C Promote client compliance
  - PSPREG403B Assess compliance
  - PSPREG404C Investigate non-compliance
  - PSPREG405B Act on non-compliance

- PSPREG406C Make arrests
- PSPREG407B Produce formal record of interview
- PSPREG408C Conduct search and seizure
- PSPREG409B Prepare a brief of evidence
- PSPREG411A Gather information through interviews

### **Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- the exercise of regulatory powers in a range of (3 or more) contexts (or occasions, over time)

### **Resources required to carry out assessment**

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of regulatory situations likely to be encountered

### **Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when exercising regulatory powers, including coping with difficulties, irregularities and breakdowns in routine
- the exercise of regulatory powers in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular target groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

***Legislation*** may include:

- State/Territory and Commonwealth legislation related to:
  - public sector management, financial management
  - auditor general
  - audit, customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations
  - planning, construction, transport, energy, mining, resource management, communications
  - education and children's services, employment, vocational education and training, equal employment opportunity and anti-discrimination

***Regulatory responses or measures*** may include:

- audit
- caution
- clearance
- community protection

|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                        | <ul style="list-style-type: none"> <li>• control</li> <li>• encouragement to comply</li> <li>• entry</li> <li>• impoundment</li> <li>• initiation of proceedings that may lead to prosecution</li> <li>• inspection</li> <li>• investigation</li> <li>• issue of notices</li> <li>• on-the-spot fines</li> <li>• possession</li> <li>• referral to another agency/jurisdiction</li> <li>• search</li> <li>• seizure</li> <li>• surveillance</li> <li>• warning</li> </ul> |
| <b><i>Risks associated with the exercise of regulatory powers</i></b> may result from: | <ul style="list-style-type: none"> <li>• workplace hazards</li> <li>• environmental hazards</li> <li>• equipment failure</li> <li>• people engaged in illegal activities</li> <li>• movement into and out of Australia of: <ul style="list-style-type: none"> <li>• aircraft</li> <li>• cargo</li> <li>• people</li> <li>• postal articles</li> <li>• vessels</li> </ul> </li> <li>• client cultural background</li> <li>• client literacy levels</li> </ul>              |
| <b><i>Other legislation</i></b> may include:                                           | <ul style="list-style-type: none"> <li>• aspects of common law</li> <li>• aspects of Crimes Act 1914 and Criminal Code Act 1995</li> <li>• contract law</li> <li>• administrative law</li> <li>• industrial relations law</li> <li>• financial management Acts</li> <li>• public service Acts</li> </ul>                                                                                                                                                                  |
| <b><i>Standards</i></b> may include:                                                   | <ul style="list-style-type: none"> <li>• public sector standards</li> <li>• government security standards</li> <li>• fraud control standards</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| <b><i>Relationships</i></b> may include:                                               | <ul style="list-style-type: none"> <li>• informal</li> <li>• formal</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |

**Other organisations** may include:

- memoranda of understanding (MOUs)
- administrative appeals tribunals
- Coroner's office
- emergency services
- federal police
- fire and rescue
- industrial inspectors
- Local Government law enforcement officers
- legal advisers
- military police
- security services
- State/Territory police and special units
- other State/Territory/Commonwealth departments/agencies
- State/Territory/Commonwealth prosecution agencies

## **Unit Sector(s)**

Not applicable.

## **Competency field**

Regulatory.

## PSPREG404C Investigate non-compliance

### Modification History

| Release | TP Version | Comments                                |
|---------|------------|-----------------------------------------|
| 3       | PSP12V1    | Unit descriptor edited.                 |
| 2       | PSP04V4.2. | Layout adjusted. No changes to content. |
| 1       | PSP04V4.1  | Primary release.                        |

### Unit Descriptor

This unit covers identification of possible non-compliance and recommendations for ensuing action. It includes initiating a preliminary investigation to confirm non-compliance, and planning, conducting and finalising the investigation.

In practice, investigating non-compliance may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, acting on non-compliance, conducting formal records of interview, gathering and managing evidence.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

## Elements and Performance Criteria

| ELEMENT                                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Initiate preliminary investigation to confirm non-compliance</b> | <p>1.1 Information is assessed in terms of its accuracy and against legislative requirements to confirm likely non-compliance.</p> <p>1.2 Information is tested against the legislation to confirm whether the possible breach falls within jurisdiction.</p> <p>1.3 Importance/urgency of the matter is assessed and the priority is allocated to enable timely and effective action.</p> <p>1.4 Documentation to commence investigation of alleged breach is initiated and meets legislative and organisational requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2. <b>Plan investigation</b>                                           | <p>2.1 Objectives of the investigation are determined and <b><i>resources</i></b> to conduct the investigation are determined and obtained in accordance with organisational policy and procedures.</p> <p>2.2 Risks associated with the investigation are identified and planned for, including sensitivities that might affect the organisation.</p> <p>2.3 <b><i>Methods</i></b> to achieve the investigation's objectives are selected and authorised in accordance with <b><i>legislation, policies and guidelines</i></b>.</p> <p>2.4 Timelines are identified and tasks prioritised to inform the sequence of activities and provide for future review of the investigation process.</p> <p>2.5 Communication and case management requirements are confirmed and initiated in accordance with organisational policy and procedures.</p> <p>2.6 Investigation <b><i>planning</i></b> and recording is conducted in accordance with legislative requirements and organisational policy and procedures.</p> |
| 3. <b>Conduct investigation</b>                                        | <p>3.1 Subjects and suspects involved in the possible breach are identified and details are recorded in accordance with legislative</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**ELEMENT****PERFORMANCE CRITERIA**

|                                  |                                                                                                                                                                                        |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | requirements and organisational policy and procedures.                                                                                                                                 |
|                                  | 3.2 Information relevant to the investigation is collected and analysed in accordance with legislative requirements, rules of evidence and organisational policy and procedures.       |
|                                  | 3.3 <b>Exhibits</b> are processed and managed in accordance with legislative requirements, rules of evidence and organisational policy and procedures.                                 |
|                                  | 3.4 Likely defences are anticipated and evidence to counter them is included.                                                                                                          |
|                                  | 3.5 The need for <b>expert assistance</b> is determined and arranged in accordance with organisational procedures.                                                                     |
| <b>4. Finalise investigation</b> | 4.1 If no breach has occurred or no action is to be taken, documentation includes reasons and justification, and is completed in accordance with organisational policy and procedures. |
|                                  | 4.2 If breach is confirmed, appropriate, timely <b>action</b> is <b>recommended</b> within the officer's discretion under the legislation and organisational policy and procedures.    |
|                                  | 4.3 A record of the investigation and consequent recommendations for action are prepared and submitted in accordance with legislative and organisational requirements.                 |

## Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

### Skill requirements

Look for evidence that confirms skills in:

- acting ethically
- applying legislation, regulations and codes of practice
- using process mapping
- undertaking research, analysis and problem solving in the context of investigating non-compliance
- reading and applying complex information from legislation
- communicating including questioning and negotiating meaning in sometimes difficult situations
- responding to diversity, including gender and disability
- using planning and time management in the context of investigations
- preparing written reports and recommendations requiring accuracy and formal



structures and language

- using information technology for data analysis, recording and reporting
- applying public sector legislation such as occupational health and safety and environmental procedures in the context of investigation

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- investigation methodology and techniques
- rules and types of evidence
- storage and continuity of evidence
- applicable legislation
- aspects of criminal, civil or administrative law
- jurisdiction, powers and restrictions to investigate
- organisational policy and procedures
- cultural awareness
- confidentiality and privacy issues
- procedures re lines of reporting
- report procedures which provide a written and/or electronic audit trail
- public sector legislation such as occupational health and safety and environment relating to investigations

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV406B Gather and analyse information
  - PSPGOV408A Value diversity
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector

- PSPREG401C Exercise regulatory powers
- PSPREG407B Produce formal record of interview
- PSPREG412A Gather and manage evidence

### **Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- investigation of non-compliance in a range of (3 or more) contexts (or occasions, over time)

### **Resources required to carry out assessment**

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of investigation situations likely to be encountered

### **Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when investigating non-compliance, including coping with difficulties, irregularities and breakdowns in routine
- investigation of non-compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios

- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

***Resources*** may include:

- human, physical and financial and may include other agencies, such as:
  - other police organisations
  - National Crime Authority
  - Criminal Justice Commission/s
  - other government departments/agencies
  - non-government agencies such as financial institutions and insurance companies

***Investigation methods*** may include:

- forensic examination/analysis
- informants/informers
- listening devices and other covert surveillance techniques
- search and search warrants
- computer interrogation/data retrieval
- door knocks
- using other sources of information, such as the media

***Legislation, policies and guidelines*** may include:

- enabling legislation
- confidentiality
- privacy
- criminal, civil or administrative law
- contract law
- equal employment opportunity and anti-discrimination law
- disciplinary procedures
- government policy

***Investigation planning***  
may include:

- organisational guidelines
- regulatory standards
- codes of practice
- international treaties (equal employment opportunity, world heritage)
- objectives
- methods
- risks
- timelines
- resources
- activities
- communication
- case management
- evidentiary elements of the offence

***Exhibits*** may include:

- the individual items of evidence that could be presented to a court and may be required for viewing by:
- judicial officers
- prosecutors
- defence counsel
- expert and non-expert witnesses
- those required for audit purposes

***Expert assistance*** may  
include:

- advice on/assistance with evidentiary matters
- audit matters
- data analysis
- document examination
- execution of search warrants
- fingerprinting
- forensic
- handwriting
- legal advice - director of public prosecutions, government solicitor
- photography
- recovery issues
- scientific or technical matters
- surveillance

***Recommended action***  
may include:

- measures to control/contain breach
- warning
- caution
- notice

- fine
- arrest
- criminal prosecution
- civil action
- debt recovery strategy
- no action (must specify criteria for use of no action):
  - used where investigation identifies no offence or a relevant defence is raised
  - also used when exercising prosecutorial discretion

## **Unit Sector(s)**

Not applicable.

## **Competency field**

Regulatory.

## PSPREG410B Give evidence

### Modification History

| Release | TP Version | Comments                                |
|---------|------------|-----------------------------------------|
| 3       | PSP12V1    | Unit descriptor edited.                 |
| 2       | PSP04V4.2. | Layout adjusted. No changes to content. |
| 1       | PSP04V4.1  | Primary release.                        |

### Unit Descriptor

This unit covers the requirements of giving evidence in a range of legal proceedings. It includes preparing for proceedings, presenting evidence, and following up outcomes of proceedings.

In practice, giving evidence may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with public sector legislation, applying government processes, working with interpreters.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

## Elements and Performance Criteria

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for proceedings           | <p>1.1 <b><i>Arrangements for, role and involvement in proceedings</i></b> are confirmed.</p> <p>1.2 <b><i>Documentation and exhibits</i></b> are prepared in accordance with <b><i>legislation, policy and procedures</i></b>.</p> <p>1.3 Any <b><i>witnesses</i></b> are supported as required, in accordance with organisational policy and procedures, to attend proceedings and give evidence.</p>                                                                                                                                                                                                                                                                                                                                                               |
| 2. Present evidence                  | <p>2.1 <b><i>Protocols and rules of evidence</i></b> relevant to the setting and the organisation involved are adhered to throughout proceedings.</p> <p>2.2 Feedback from counsel and/or police and comments by <b><i>deciding authority</i></b> are noted and incorporated.</p> <p>2.3 <b><i>Evidence</i></b> is presented in a clear, concise and articulate manner in accordance with organisational standards.</p> <p>2.4 Quality and <b><i>standard of evidence and presentation</i></b> enhance the reputation and image of the organisation with the public, legal profession and colleagues.</p> <p>2.5 Considered expert evidence is provided on request in accordance with the organisation's policy and consistent with qualifications and expertise.</p> |
| 3. Follow up outcomes of proceedings | <p>3.1 The outcomes of the proceedings are noted and filed, and reports are completed where required according to organisational requirements.</p> <p>3.2 Any <b><i>required actions</i></b> are implemented in accordance with organisational policies and procedures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

### Skill requirements

Look for evidence that confirms skills in:

- presenting evidence clearly and concisely
- writing reports
- word processing
- taking notes
- communicating with people from diverse backgrounds
- responding to diversity, including gender and disability
- making comparisons and exercising judgment about facts in written materials
- report writing using formal structures and language
- applying public sector standards and legislation such as occupational health and safety and environment in the context of giving evidence

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- court prosecution processes
- common law versus judicial precedent versus legislation
- specific powers of the organisation
- court/tribunal/commission structures
- jurisdiction of each court/tribunal/commission
- appeals systems
- role of legal personnel in judicial or quasi-judicial systems
- procedures and protocols in different judicial or quasi-judicial systems
- types of offences
- general principles of criminal liability
- exemptions and defences
- types of evidence admissible in judicial or quasi-judicial systems
- legislative requirements of presenting evidence
- use of notes in court/tribunal/commission
- organisation policies and procedures relating to preparation of documents and evidence and providing expert opinion
- public sector legislation such as occupational health and safety and environment relating to the presentation of evidence



## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPGOV408A Value diversity
  - PSPGOV419A Work with interpreters
  - PSPGOV422A Apply government processes
  - PSPREG401C Exercise regulatory powers

### Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- giving evidence in a range of (3 or more) contexts (or occasions, over time)

### Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to presentation of evidence
- case studies and workplace scenarios to capture the range of likely offences for which evidence needs to be presented

### Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving evidence, including coping with difficulties, irregularities and breakdowns in routine
- giving evidence in a range of (3 or more) contexts (or

occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

***Arrangements for, role and involvement*** may include:

- confirmation of time, date and location of proceedings
- confirmation of evidence required to be presented
- working with/briefing legal counsel

***Proceedings*** may include:

- criminal, coronial and civil courts
- defence tribunals

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <ul style="list-style-type: none"><li>• industrial relations commissions</li><li>• State industrial tribunals</li><li>• workers compensation tribunals</li><li>• human rights commissions</li><li>• equal opportunity commissions</li><li>• land and environment courts</li><li>• royal commissions</li><li>• disciplinary hearings</li><li>• administrative reviews</li><li>• Parliamentary hearings</li></ul> |
| <b>Documentation and exhibits</b> may include:         | <ul style="list-style-type: none"><li>• reports</li><li>• photographs</li><li>• items of evidence</li><li>• media footage</li><li>• reports of incidents</li><li>• files, correspondence, meeting notes</li><li>• radio/telephone record logs</li></ul>                                                                                                                                                         |
| <b>Legislation, policy and procedures</b> may include: | <ul style="list-style-type: none"><li>• legislation relevant to proceedings</li><li>• legislation relevant to the organisation</li><li>• operational performance standards</li><li>• organisational personnel practices and guidelines</li><li>• organisational quality standards</li></ul>                                                                                                                     |
| <b>Witnesses</b> may include:                          | <ul style="list-style-type: none"><li>• those directly involved</li><li>• bystanders</li><li>• experts</li><li>• organisational personnel</li><li>• distressed or unwilling witnesses</li><li>• complainants</li></ul>                                                                                                                                                                                          |
| <b>Protocols</b> may include:                          | <ul style="list-style-type: none"><li>• rules of court</li><li>• correct mode of address for judges, magistrates and other court users, in and out of court</li><li>• procedures for entering and leaving a courtroom</li><li>• complying with security procedures</li><li>• file handling procedures</li><li>• procedures for handling exhibits</li></ul>                                                      |
| <b>Rules of evidence</b> include:                      | <ul style="list-style-type: none"><li>• admissibility</li><li>• contemporaneousness</li></ul>                                                                                                                                                                                                                                                                                                                   |
| <b>Deciding authority</b> may                          | <ul style="list-style-type: none"><li>• magistrate</li></ul>                                                                                                                                                                                                                                                                                                                                                    |

include:

**Evidence** may include:

**Standards for giving evidence** may include:

**Required action** may include:

- judge
- different aspects in chief, cross-examination and re-examination
- voice clarity
- language
- impartiality
- respect for people and offices held
- standards of dress
- forms of address
- follow-up action with legal authorities
- re-listing for conciliation conference or arbitration
- dealing with evidence, which may include disposal
- preparing agreed orders
- updating files
- closing files

## Unit Sector(s)

Not applicable.

## Competency field

Regulatory.

## PSPREG601B Manage regulatory compliance

### Modification History

| Release | TP Version | Comments                                |
|---------|------------|-----------------------------------------|
| 3       | PSP12V1    | Unit descriptor edited.                 |
| 2       | PSP04V4.2. | Layout adjusted. No changes to content. |
| 1       | PSP04V4.1  | Primary release.                        |

### Unit Descriptor

This unit covers management of regulatory compliance - a management role with responsibility for regulatory officers who enforce and promote compliance with legislation. It includes interpreting and advising on enabling and related legislation; developing and implementing strategies to promote long-term voluntary compliance and develop a culture of compliance in the community; and providing strategic advice on compliance matters.

In practice, managing regulatory compliance may overlap with other public sector work activities such as managing ethical behaviour; managing diversity, risk, resources; persuading and influencing opinion.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

### Elements and Performance Criteria

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Interpret and advise on enabling and related legislation | <p>1.1 Non-routine or <b><i>complex matters</i></b> related to enabling and related <b><i>legislation</i></b> are resolved or referred in accordance with organisational procedures.</p> <p>1.2 Advice is provided to clients and staff that is timely, consistent and constructive, and within level of authority.</p> <p>1.3 Feedback is obtained on client level of understanding, and additional information or explanation is provided to clarify issues.</p> <p>1.4 Staff understanding of legislation and procedures is monitored and action to address professional development needs is timely and in accordance with organisational procedures.</p> |
| 2. Develop and implement compliance strategies              | <p>2.1 <b><i>Strategies</i></b> and <b><i>measures</i></b> to influence long-term voluntary compliance are identified and implemented to suit the audience and the context.</p> <p>2.2 Information that is current and promotes the benefits of compliance is provided to clients.</p> <p>2.3 Strategies are developed in accordance with government and organisational policy and practice.</p> <p>2.4 Information and strategies are adjusted in response to feedback gathered from a range of stakeholders.</p>                                                                                                                                            |
| 3. Provide strategic advice on compliance matters           | <p>3.1 Client/government information requirements are confirmed.</p> <p>3.2 Advice is provided based on current information and meets the specific needs of clients in its range, depth and form of presentation.</p> <p>3.3 Presentation standards are maintained in accordance with organisational guidelines.</p> <p>3.4 Feedback is obtained on how well the advice/information suits its purpose and audience, and is used to recommend further</p>                                                                                                                                                                                                      |

**ELEMENT****PERFORMANCE CRITERIA**

action.

## Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

### Skill requirements

Look for evidence that confirms skills in:

- undertaking planning and information analysis
- engaging in mentoring and coaching
- interpreting complex written materials
- preparing written reports requiring formal structure and language
- providing oral advice to a range of audiences requiring adaptation of style and language
- using active listening and questioning to confirm understanding
- responding to diversity, including gender and disability
- applying occupational health and safety and environment legislation in the context of regulatory compliance management

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling legislation
- aspects of common law
- strategic management of regulatory compliance
- equal employment opportunity, equity and diversity principles
- organisational reporting procedures
- public sector policy and legislation including occupational health and safety and environment relating to the management of regulatory compliance

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed

- *Pre-requisite* units that must be achieved prior to this

**together**unit:*Nil*

- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC601B Maintain and enhance confidence in public service
  - PSPGOV601B Apply government systems
  - PSPLEGN601B Manage compliance with legislation in the public sector
  - PSPMNGT602B Manage resources
  - PSPMNGT605B Manage diversity
  - PSPMNGT608B Manage risk
  - PSPPOL603A Manage policy implementation
  - PSPREG602B Evaluate regulatory compliance

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of regulatory compliance in a range of (3 or more) contexts (or occasions over time)

**Resources required to carry out assessment**

These resources include:

- legislation, policy, procedures and protocols relating to regulatory compliance in the public sector
- enabling legislation
- relevant aspects of common law
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing regulatory compliance

**Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing regulatory compliance, including coping with difficulties, irregularities and breakdowns in routine
- management of regulatory compliance in a range of (3 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as



literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

***Complex matters*** may include:

- conflicting legislation
- unclear or ambiguous guidelines
- use of legal precedents
- regional or national issues
- issues not previously encountered
- 'red herring' issues

***Legislation*** may include:

- enabling legislation, such as that dealing with:
- audit, customs and excise, quarantine, fisheries, agriculture,

land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations

- public sector management, financial management
- auditor general
- planning, construction, transport, energy, mining, resource management, communications
- family services, employment, equal employment opportunity and anti-discrimination
- aspects of common law
- contract law
- administrative law
- equal employment opportunity and anti-discrimination law

**Strategies** may include:

- public education campaigns
- culture change programs
- redesign of organisational documents
- incentive programs
- web site
- help desk
- staff training
- policy changes
- awareness-raising consultations with client groups

**Measures** may include:

- evaluation criteria against strategic goals/targets/required policy outcomes
- quantitative, such as:
  - reported injuries/deaths, workers compensation claims and premiums (workplace safety)
  - illegal imports (customs)
  - exotic diseases (quarantine)
  - amount of land affected by salinity (land management)
- qualitative, such as:
  - client satisfaction (relevant to all regulatory areas)

## Unit Sector(s)

Not applicable.

## Competency field

Regulatory.

# PUACOM001C Communicate in the workplace

## Modification History

PUACOM001C Release 2: Layout adjusted. Application added.

PUACOM001C Release 1: Primary release.

## Unit Descriptor

This unit covers the competency for interacting with people internally and externally through verbal, nonverbal and written communications in the workplace and the ability to follow verbal and written workplace instructions.

## Application of the Unit

This unit applies to all workers, but has a specific focus on the communication skills required by entry level workers with public safety organisations and other safety roles.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

| ELEMENT                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Communicate verbally                                                 | <p>1.1 Language used in all communications is clear concise and appropriate to client, assignment and organisation's requirements.</p> <p>1.2 Active listening skills and questioning techniques are used to clarify issues.</p> <p>1.3 Established <b>communication</b> pathways are used for routine and non-routine communication.</p>                                                                                                |
| 2. Communicate non verbally                                             | <p>2.1 <b>Non verbal communication</b> is positive, culturally appropriate and tailored to the audience.</p> <p>2.2 Non verbal communication is consistent with verbal communication.</p>                                                                                                                                                                                                                                                |
| 3. Communicate with clients                                             | <p>3.1 Questioning, learning and summarising skills are used to establish <b>client needs</b>.</p> <p>3.2 The needs of <b>clients</b> are addressed in line with organisation's policy and procedures.</p> <p>3.3 Confidentiality is observed in accordance with organisation's policies and procedures.</p>                                                                                                                             |
| 4. Give and receive instructions                                        | <p>4.1 <b>Instructions</b> received are acted upon within an agreed time frame and to meet organisation needs.</p> <p>4.2 Difficulties/problem areas are identified and communicated to the appropriate person in a timely manner.</p> <p>4.3 Clarification of instructions is sought from the appropriate person.</p> <p>4.4 Instructions are relayed clearly, concisely and accurately and confirmation of understanding obtained.</p> |
| 5. Take part in group discussions and informal meetings                 | <p>5.1 Contributions are made in small informal group activities and meetings to facilitate outcomes.</p> <p>5.2 Responses are sought from, and provided to, other group members in a constructive way.</p> <p>5.3 Views and opinions of individuals or a group are understood, acknowledged and accurately represented to others where required.</p>                                                                                    |
| 6. Prepare and process routine written correspondence notes and records | <p>6.1 Information and ideas are presented in a format, language and timeframe to meet organisation's requirements.</p> <p>6.2 Presentation of written documents meets organisation's standards of style and accuracy.</p> <p>6.3 Documents are processed to comply with legislative</p>                                                                                                                                                 |

**ELEMENT****PERFORMANCE CRITERIA**

requirements and organisation's policy and procedures.

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

### Required Skills

- communicate in group setting
- follow written instructions
- give and receive verbal instructions
- interact with clients
- use information technology effectively

### Required Knowledge

- effective non verbal communication techniques
- effective verbal communication techniques
- group communication techniques
- small group dynamics
- written communication skills

## Evidence Guide

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in effectively interacting with clients and communicate verbally and non verbally.

### Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

### Context of and specific resources for assessment

#### Context of assessment

- A combination of oral or written presentations
- observations
- on the job and/or in a simulated workplace environment

#### Specific resources for assessment

No special requirements.

## Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

- Clients*** may include:
- external
  - internal
  - representatives of other organisations
  - representatives of non government organisations
  - contractors
  - members of the public
  - persons from culturally and linguistically diverse backgrounds
  - people with hearing/vision impairments

- Instructions*** may include:
- verbal
  - non verbal
  - written and may include requests
  - directions

- Modes of communication*** may include:
- written
  - face to face
  - radio
  - mobile telephone
  - land line telephone
  - facsimile
  - information technology systems
  - signalling systems
  - pamphlets translated in other languages for persons from culturally and linguistically diverse backgrounds
  - Auslan gestures
  - use of interpreters
  - signals
  - visual signalling re vessels
  - helicopter signals
  - fixed plane signals
  - signalling to vessel skipper re anchoring, towing etc

- Client needs*** may include:
- information
  - advice
  - directions
  - assistance

- Workplace** may include:
- office
  - in the field
  - workshop
  - operational area
  - surf or ocean environment
  - blue water coastal areas, barrier reef
  - bars and bar crossings

- Non verbal communication** may include:
- body language
  - gestures and signals

- Routine correspondence** may include:
- brief notes
  - documents
  - number of themes covered in document would be simple and limited

## Unit Sector(s)

Not applicable.



## PUACOM012B Liaise with media at a local level

### Modification History

| Release | TP Version | Comments                            |
|---------|------------|-------------------------------------|
| 3       | PUA12 V2.1 | Editorial changes.                  |
| 2       | PUA12 V2   | Layout adjusted. Application added. |
| 1       | PUA00 V8.1 | Primary release.                    |

### Unit Descriptor

This unit covers the liaison with media at a low level incident and providing information about local events.

### Application of the Unit

This unit applies to workers of local public safety groups who are delegated the responsibility to liaise with media in both emergency and non-emergency situations.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine media requirements     | <p>1.1 <b>Organisational protocols</b> are followed when <i>liaising with the media</i>.</p> <p>1.2 The media's potential interest is assessed and arrangements are made to meet needs where appropriate.</p> <p>1.3 <b>Operational responsibilities</b> are balanced against the provision of information to the <i>media</i>.</p>                                                                     |
| 2. Provide information to the media | <p>2.1 A positive image of the <b>organisation</b> is maintained when liaising with the media.</p> <p>2.2 Every opportunity is used to promote the organisation, its services and personnel.</p> <p>2.3 <b>Relevant and succinct information</b> is supplied to media when operational responsibilities are under control and when organisational representative is available to talk to the media.</p> |
| 3. Publicise an event               | <p>3.1 Relationship is established with media contacts.</p> <p>3.2 <b>Event</b> details and support materials are gathered and presented in a logical, relevant and concise manner to the media.</p> <p>3.3 Information provided to media is recorded and maintained.</p>                                                                                                                               |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

### Required Skills

- attention to detail
- communicating facts in a fluent, clear and interesting manner
- empathy with victims and operational personnel
- liaison with media and other organisation personnel
- media presentation
- prioritisation between operational responsibilities and provision of information to

media

- public speaking
- retaining professionalism under duress

### **Required Knowledge**

- organisational protocols relating to media liaison, for example legal and organisation requirements relating to:
  - confidentiality
  - libel
  - accuracy
  - discrimination
- role of media in disseminating information
- requirements of media to present information in a newsworthy/informative manner
- requirements of different media:
  - newspapers
  - magazines
  - radio
  - television (local, regional, national media)
- communication skills
- establishing media relationship

## **Evidence Guide**

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

It is essential for this unit that competence be demonstrated in providing information to media whilst managing operational responsibilities.

### **Consistency in performance**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

### **Context of and specific resources for assessment**

#### **Context of assessment**

On the job or in a simulated work environment.

#### **Specific resources for assessment**

No special requirements.

## Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

- Organisation*** may include
- Fire
  - Police
  - State Emergency Service
  - Emergency Management

- Organisational protocols*** may include
- organisational policies and procedures
  - personal presentation being as neat as possible considering the operational circumstances
  - ensuring media liaison person is fully briefed and prepared
  - acknowledge support of other organisations
  - seeking advice from headquarters where appropriate
  - limiting comments on role of own service
  - relevant Federal and State legislation and regulations

- Liaising with the media*** may include
- print (local, community, daily newspapers, magazines)
  - television (live or pre-recorded)
  - radio (live or pre-recorded)

- Operational responsibilities*** may include
- preservation of life and property, which is the principal concern to all public safety personnel
  - presenting information relevant to the public

- Event*** may include
- long service to organisation
  - medal presentation
  - awarding of certificates
  - donations/sponsorships/fundraising
  - recruiting
  - new equipment
  - VIP visit
  - open day
  - training
  - unusual rescues
  - self help information

- Media's potential interest*** may include:
- enormous media event
  - standard report
  - human interest
  - in the public's interest

- Media's requirements*** may include:
- deadlines
  - capabilities

- visual and verbal requirements
- types of medium
- variation
- journalists
- amenities
- briefing area
- access to media liaison person
- bilingual personnel and bilingual information
- Media** may include:
  - representatives from mainstream, community and ethnic television
  - print and broadcast media
- Organisational positive image** may include:
  - promote the relevance and efficiency of the service
  - report the facts
  - heroism of personnel
  - organisational personnel are co-operative and responsive
  - organisational personnel well presented
  - handling media in most positive manner in even the most adverse conditions/circumstances
- Media opportunity** may include:
  - opportunity to promote the services
  - provide educational information to the public
  - airplay
- Relevant and succinct information** may include:
  - information that according to protocol is available for public release
  - report facts and avoid speculation
  - do not supply classified information
  - use language that can be readily understood by all to avoid misinterpretation

## Unit Sector(s)

Not applicable.

## **RTF4007A Prepare a garden design**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This competency standard covers the process of preparing garden designs. It requires the ability to negotiate with clients to develop a garden design brief, provide design solutions, select plants, determine irrigation requirements and oversee garden construction. It requires knowledge of plants, landscape drafting, lawns and soil preparation.

The preparation of a landscape design is likely to be undertaken without supervision. Responsibility for the work of others may be involved. It requires a broad range of horticultural skills and involves the application of underpinning knowledge with depth in some areas such as plant selection, soils, landscape design principles, drafting techniques, and communication skills.

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

### **Elements and Performance Criteria**

#### **Elements and Performance Criteria**

| Element                     | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Develop a design brief    | <p>1.1 <b>Client</b> is consulted to establish purpose and requirements of design.</p> <p>1.2 Design brief is developed and agreed in consultation with the client.</p> <p>1.3 Cost structures and timelines are negotiated with the client.</p>                                                                                                                                                                                                                                                                  |
| 2 Undertake a site analysis | <p>2.1 Base plan of site is prepared or obtained from the client or other sources.</p> <p>2.2 <b>Physical elements and features</b> of the site are recorded on the base plan.</p> <p>2.3 Assessment of soil, topography, aspect, existing vegetation and climatic factors are recorded on the site plan.</p> <p>2.4 Functional analysis of the site is completed and recorded on the base plan.</p> <p>2.5 Other relevant data, including scale and north point is determined and recorded on the base plan.</p> |
| 3 Develop a concept design  | <p>3.1 Concept plan is prepared to illustrate the location and layout of proposed site works according to the design brief.</p> <p>3.2 Plant list is compiled of species and varieties suitable for the site according to design brief.</p> <p>3.3 Consultation with the client is undertaken to agree on options and approaches for development.</p> <p>3.4 Consistent graphic style is used to present the concept plan.</p>                                                                                    |
| 4 Produce a final plan      | <p>4.1 Detailed garden design is produced according to the design brief.</p> <p>4.2 Design solutions and graphic representations are applied to a range of garden development situations.</p> <p>4.3 Garden plan is <b>drafted</b> according to enterprise standards.</p>                                                                                                                                                                                                                                         |

- 4.4 Information on the plan is relevant and precise, and clearly communicates development works to be undertaken.
- 4.5 Notes and specifications are included on the plan to assist in plan interpretation.

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### What evidence is required to demonstrate competence for this standard as a whole?

Competence in this unit requires evidence that garden designs have been successfully developed according to client and industry requirements and standards. The skills and knowledge required to prepare garden designs must be **transferable** to a range of work environments and contexts. For example, this could include different design solutions for a range of commercial or private sites.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below:

elements and principles of design

garden design process

plan interpretation

conventional symbols

plant selection

drafting techniques.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:



negotiate with clients  
undertake a site analysis  
provide garden design solutions  
select plants  
develop concept and/or construction plans  
develop planting schedules and bills of quantity.

### What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

- |                                                                                |                                                                                                                        |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. How can <b>communication of ideas and information</b> (2) be applied?       | Communication of ideas and information can be applied through the development of concept and final garden design plans |
| 2. How can <b>information be collected, analysed and organised</b> (2)?        | Information can be collected, analysed and organised at site inspection in field notes.                                |
| 3. How are <b>activities planned and organised</b> (2)?                        | Activities are planned and organised with other members of the team, including clients.                                |
| 4. How can <b>team work</b> (2) be applied?                                    | Through site surveying and measuring in preparing a base plan.                                                         |
| 5. How can the use of <b>mathematical ideas and techniques</b> (2) be applied? | Mathematical ideas and techniques can be applied in drafting concept and final garden design plans                     |
| 6. How can <b>problem-solving skills</b> (3) be applied?                       | Problem-solving skills can be applied when providing design solutions                                                  |
| 7. How can the <b>use of technology</b> (3) be applied?                        | The use of technology can be applied when measuring, drafting, printing and recording design plans.                    |

### Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

## Range Statement

### Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

|                                                                            |                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What type of <b>clients</b> may be covered by this unit?                   | Clients may include private individuals, organisations, public bodies and community groups.                                                                                                                                                                                                                                                |
| What <b>physical elements and features</b> may be included on a base plan? | Physical elements and features included in a design include proposed or existing structures, buildings, watercourses, irrigation and/or drainage systems, roads and paths, existing plants, topographic features, views and outlooks, climate and weather conditions, soils characteristics, access to site and existing site use details. |
| What may be covered by a <b>functional analysis</b> of the site?           | A functional analysis of the site might include the existing or proposed use of site, pedestrian movement, microclimatic notes and client requirements.                                                                                                                                                                                    |
| What methods may be included in <b>drafting</b> the plan                   | Drafting may be done by hand or with proprietary software.                                                                                                                                                                                                                                                                                 |

For more information on contexts, environment and variables for training and assessment

refer to the Sector Booklet.

## **Unit Sector(s)**

Not applicable.

# **RUV3507A Carry out companion animal breeding procedures**

## **Modification History**

Not applicable.

## **Unit Descriptor**

This unit of competency covers the process of preparing animals for breeding and implementing routine breeding procedures in accordance with the breeding plan. Work is performed in accordance with the breeding program and the organisations standard operating procedures.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for ones own outputs and have limited responsibility for the output of others.

## **Application of the Unit**

Not applicable.

## **Licensing/Regulatory Information**

Not applicable.

## **Pre-Requisites**

Not applicable.

## **Employability Skills Information**

Not applicable.

## **Elements and Performance Criteria Pre-Content**

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                          | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Facilitate reproduction        | <p>1.1 Requirements of the <b>breeding program</b> are identified and confirmed with the supervisor.</p> <p>1.2 Current status of animal reproductive cycle is <b>monitored</b> and reported.</p> <p>1.3 Risks associated with potential aggressive animal behaviour are identified and monitored in accordance with <b>occupational health and safety (OHS)</b> and <b>animal welfare requirements</b>.</p> <p>1.4 Animals selected for mating are placed in an appropriate <b>environment</b>.</p>                                                                             |
| 2 Implement breeding procedures  | <p>2.1 Appropriate <b>breeding systems</b> are applied in accordance with breeding program.</p> <p>2.2 Appropriate <b>mating methods</b> are applied in accordance with breeding program.</p> <p>2.3 Animals are monitored after mating period to determine success rates.</p>                                                                                                                                                                                                                                                                                                   |
| 3 Perform post-mating procedures | <p>3.1 Animals are monitored for <b>signs of hatching or birthing</b>.</p> <p>3.2 Problems with hatching or birthing are noted and reported to the supervisor.</p> <p>3.3 Offspring are identified, sexed and weaned according to the breeding program.</p> <p>3.4 <b>Post-weaning management</b> is carried out in accordance with the breeding program and the supervisor's instructions.</p> <p>3.5 <b>Breeding records</b> are maintained according to the organisation's standard operating procedures and any special requirements of the particular breeding program.</p> |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

**What are the critical aspects of evidence required for this unit of competency as a whole?**

The critical requirements that are valuable for this unit of competency as a whole are listed below.

Assessment must confirm one's ability to:

- monitor and observe animals and report on breeding cycle
- identify risks related to OHS and animal welfare
- implement mating methods in accordance with breeding program
- apply post-mating procedures
- keep accurate records.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below:listed below and include:

- breed or species' /breed breeding program requirements
- anatomy and physiology of species and breeds in the breeding program
- mating behaviour of species concerned
- monitoring and observation including identification of abnormalities
- breeding systems and methods
- post-weaning procedures
- organisational record keepingrecord-keeping requirements.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills are:

ability to identify sex, age and reproductive status of male and female animals

ability to implement breeding programs

ability to operate breeding equipment

ability to care for neonates and juveniles

ability to monitor and observe abnormalities

ability to apply application of post-weaning husbandry

ability to dispose of waste according to health regulations adequate health and safety standards

ability to keep records

record keeping

literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; and record accurately and legibly the information collected

Literacy skills to read and follow OHS and waste management procedures, other organisational policies and procedures; ability to select and apply the procedures to perform a range of tasks; follow treatment instructions, record accurately and legibly information collected.

oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor

Oral communication skills (language competence) required to fulfil the job role as specified by the organisation. Skills include questioning techniques, active listening, asking for clarification and consulting with supervisor.

Numeracy skills required to complete

arithmetic calculations

interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds. Interpersonal skills required include working with others, and an ability to relate to persons from differing cultural, social and religious backgrounds.

problem-solving skills to use available resources and prioritise daily tasks. Problem solving skills required include an ability to use available resources and to prioritise daily tasks

**What are the specific resource implications for this unit of competency?**

For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **carrying out companion animal breeding procedures**. They One **must** also have access to the resources listed below: below that include:

an appropriate workplace or an environment which environment that reproduces normal working work conditions

access to equipment and resources normally used in the workplace

a range of species and breeds

breeding program

breeding equipment including artificial insemination

waste disposal procedures

records systems.

**What considerations should there be for consistency in performance?**

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and, where



possible, over a number of assessment activities.

The skills and knowledge required to **carry out companion animal breeding procedures** must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, This could include work within kennels, catteries or breeding establishments.

**What considerations should there be for context of assessment?**

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal breeding workplace or in a situation which situation that reproduces normal workingwork conditions.

There must be access in either situation to the appropriate equipment and/orand / or resources to enable one to demonstrate competency.

**What processes should be applied to this unit of competency?**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (2) be applied?

By maintaining breeding records.

2. How can information be collected, analysed and organised (2)?

By observing animal behaviour to assess readiness for mating and by collecting and analysing breeding data to determine breeding problems.

3. How are activities planned and organised

Through scheduling mating activities to meet

|                                                                         |                                                                                                      |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| (2)?                                                                    | requirements of the breeding program.                                                                |
| 4. How can <b>teamwork</b> (1) be applied?                              | By contributing to the production of offspring for the organisation's purpose in a co-ordinated way. |
| 5. How can the use of mathematical ideas and techniques (2) be applied? | By apportioning the feed requirements of different animals and species.                              |
| 6. How can problem-solving skills (2) be applied?                       | By observing and reporting problems with mating, and animals with problems at birth.                 |
| 7. How can the <b>use of technology</b> (2) be applied?                 | By recording breeding data using the organisation's information systems.                             |

### Are there other units of competency that could be assessed with this one?

This unit of competency **could** be assessed on its own or in combination with other competencies relevant to the job function.

## Range Statement

### Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts

|                                                                   |                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What information may be included in the <b>breeding program</b> ? | The breeding program is likely to include information about number of breeders required; selection criteria for breeders; record system to be used including cards, computer, closed rings, microchipping and tattooing; data to be collected about production rates (e.g. numbers born and sex ratio) and weaning rates. |
| What <b>OHS requirements</b> are relevant to this unit?           | Safe handling systems and procedures may include identifying hazards and assessing and reporting risks.                                                                                                                                                                                                                   |

|                                                                  |                                                                                                                                                                                                                                              |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What are the <b>animal welfare requirements</b> ?                | Animal welfare requirements may include local, state and federal legislation; animal care and animal ethics; duty of care; and animal hygiene.                                                                                               |
| What sort of <b>environment</b> is suitable for breeding?        | The appropriate environment for breeding may depend on the species involved and the specific requirements of the breeding program. This could include temperature, humidity, day or night cycle and seasonal effects.                        |
| What <b>breeding systems</b> may be applied?                     | Breeding systems may include line breeding and controlled out-crossing.                                                                                                                                                                      |
| Which <b>mating methods</b> may be applied?                      | Mating methods may include paired mating, the harem system and stud mating.                                                                                                                                                                  |
| What <b>signs of hatching or birthing</b> might be observed?     | Signs might include evidence of breaking through shell; territorial behaviour; change in appearance of egg colour; labour and preparation for birth including nest making, laboured breathing, pushing, milk let down and vaginal discharge. |
| What is involved in <b>post-weaning management</b> ?             | Post-weaning management may include supplementary feeding, selection of future breeding animals, health, immunisation and recording observations.                                                                                            |
| What information should be included in <b>breeding records</b> ? | Breeding records may include date of birth; numbers born, stillborn, missing or found dead; sexes born; number weaned; growth weight; and strain and genotype information.                                                                   |

## Unit Sector(s)

Not applicable.

## SISXEMR201A Respond to emergency situations

### Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

| Release | Comments                                                                                 |
|---------|------------------------------------------------------------------------------------------|
| 3       | Updated and equivalent.<br>Reduction of repetition.<br>No changes to competency outcome. |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recognise and respond appropriately in emergency situations, such as those caused by fire, accident or weather. The unit focuses on the application of organisational policies and procedures to maintain the welfare of participants in an activity in response to emergency situations.

### Application of the Unit

This unit applies to those who work in a range of roles and settings in the sport, fitness and recreation industry. This may include those working in after-school or holiday-care programs in a range of locations; those assisting in coaching activities, competitions and events, as attendants at sporting grounds or facilities; or those undertaking a role in indoor recreation activities including fitness venues and outdoor recreation activities, such as camps and other guided activities. This unit also applies to those working in aquatic centres, such as instructors, operators or lifeguards.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

| Element                                                           | Performance Criteria                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.                                                               |
| 1. Identify workplace emergency procedures.                       | 1.1. Identify relevant <b><i>organisation policies</i></b> and <b><i>procedures</i></b> .<br>1.2. Recognise emergency and potential <b><i>emergency situations</i></b> .<br>1.3. Identify personnel responsible for the appropriate area.<br>1.4. Identify location and use of <b><i>emergency equipment</i></b> as required.<br>1.5. Identify exits and assembly points. |
| 2. Respond to an emergency.                                       | 2.1. Report workplace emergency situations to <b><i>appropriate personnel</i></b> .<br>2.2. Use <b><i>communication systems</i></b> during the emergency.<br>2.3. Follow instructions from appropriate personnel during the emergency.<br>2.4. Select and use emergency equipment where appropriate.                                                                      |
| 3. Coordinate and monitor participant response.                   | 3.1. Convey emergency instructions to participants in the activity and colleagues.<br>3.2. Identify and implement strategies for group control and remove participants and colleagues from danger.<br>3.3. Monitor the condition and location of participants.<br>3.4. Provide information on developments to participants.                                               |

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - follow instructions and procedures during emergencies
  - report emergency situations
  - inform participants of evacuation procedures
  - debrief participants on the emergency situation
- planning and organising skills to:
  - coordinate participant movement away from the emergency
  - monitor participants during the emergency
- literacy and numeracy skills to interpret and follow policies and safety signage
- technology skills to use emergency and communications equipment
- problem-solving skills to identify emergency situations and respond safely and promptly.

### Required knowledge

- organisational policies and procedures to:
  - enable safe response to an emergency
  - ensure safe response to situations according to own work role and level of responsibility
- first-aid knowledge appropriate to the location and level of responsibility
- contingency management techniques
- local call-out procedures and information to access emergency services personnel.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- identify and follow all organisational emergency policies and procedures in relation to own work role and level of responsibility
- respond to emergency situations safely and promptly with consideration for the welfare of all participants and colleagues

- apply contingency-management techniques to respond to emergencies
- respond to different types of emergency situations relevant to the individual's current or intended work situation.

**Context of and specific resources for assessment**

Assessment must ensure:

- prompt response to emergency situations, which may be simulated in an environment that reflects the individual's current or intended work situation to demonstrate consistency of performance.

Assessment must also ensure access to:

- emergency response equipment appropriate to the work environment
- documentation, such as organisational policies and procedures for responding to emergency situations.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying organisational procedures to respond to emergencies
- observation of coordinating participant movement during the emergency
- third-party reports from a supervisor detailing work performance
- oral and or written questioning to assess knowledge of accessing and interpreting organisational policies and procedures.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                           |                                                                         |
|-------------------------------------------|-------------------------------------------------------------------------|
| <b><i>Organisational policies and</i></b> | <ul style="list-style-type: none"> <li>• communication lines</li> </ul> |
|-------------------------------------------|-------------------------------------------------------------------------|

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>procedures</i></b> may include:            | <ul style="list-style-type: none"> <li>• debrief procedures</li> <li>• duty of care</li> <li>• emergency procedures</li> <li>• environment protection</li> <li>• exit and assembly points</li> <li>• hazardous substances and dangerous goods</li> <li>• industry codes of practice</li> <li>• Work Health and Safety (WHS)</li> <li>• public health and safety</li> <li>• reporting incidents.</li> </ul>                                                                                   |
| <b><i>Emergency situations</i></b> may include:  | <ul style="list-style-type: none"> <li>• fire</li> <li>• hazardous releases, such as chemical spills</li> <li>• bomb threats</li> <li>• medical</li> <li>• injuries</li> <li>• accidents</li> <li>• panic and other emotional responses</li> <li>• equipment failure</li> <li>• lost party or party member</li> <li>• changing environmental conditions</li> <li>• activity-specific.</li> </ul>                                                                                             |
| <b><i>Emergency equipment</i></b> may include:   | <ul style="list-style-type: none"> <li>• fire extinguisher</li> <li>• fire blanket</li> <li>• first-aid kit</li> <li>• emergency-signalling devices</li> <li>• portable emergency shelter</li> <li>• thermal blankets and sheets</li> <li>• emergency lighting</li> <li>• dehydration equipment.</li> </ul>                                                                                                                                                                                  |
| <b><i>Appropriate personnel</i></b> may include: | <ul style="list-style-type: none"> <li>• internal personnel, such as: <ul style="list-style-type: none"> <li>• WHS representative</li> <li>• human resources personnel</li> <li>• colleague</li> <li>• team leader</li> <li>• manager</li> <li>• supervisor</li> <li>• fire warden</li> </ul> </li> <li>• emergency services, including: <ul style="list-style-type: none"> <li>• Police Search and Rescue</li> <li>• State Emergency Service</li> <li>• Fire Brigade</li> </ul> </li> </ul> |



|                                           |                                                                                                                                                                                                |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <ul style="list-style-type: none"><li>• Ambulance Service</li><li>• Land Management Authorities</li><li>• Australian Volunteer Coastguard.</li></ul>                                           |
| <b>Communication systems</b> may include: | <ul style="list-style-type: none"><li>• emergency warning and alarm systems</li><li>• hand signals</li><li>• telephone and radio communications</li><li>• whistles</li><li>• flares.</li></ul> |
| <b>Clients</b> may include:               | <ul style="list-style-type: none"><li>• participants in an activity or program</li><li>• colleagues</li><li>• small and larger groups.</li></ul>                                               |

## Unit Sector(s)

Cross-Sector.

## Competency Field

Emergency Response.

## SISXEMR402A Coordinate emergency responses

### Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

| Release | Comments                                                      |
|---------|---------------------------------------------------------------|
| 3       | Reduction of repetition.<br>No changes to competency outcome. |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate a response to an emergency situation according to an organisation's policies and procedures. The unit focuses on assessing emergency situations, implementing an emergency action plan, and coordinating a prompt and effective response.

### Application of the Unit

This unit applies to staff members designated as safety officers during a specific indoor or outdoor activity at locations such as camp sites, training areas and outdoor sites, sporting grounds and competition venues or the warden in a sport, recreation or fitness centre, which may include a community leisure centre, gym, aquatic centre or indoor activities centre.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.                                                                                                                                                                    |
| 1. Coordinate response to emergency reports or signals.           | <ul style="list-style-type: none"><li>1.1. Identify and respond to emergency <b>reports or signals</b>.</li><li>1.2. Attend, where appropriate, <b>emergency situations</b> and respond according to <b>organisation policies</b> and <b>procedures</b>.</li><li>1.3. Assess emergency situations and report details to <b>designated personnel</b>.</li><li>1.4. Coordinate emergency response actions.</li></ul>                                                             |
| 2. Assess the emergency.                                          | <ul style="list-style-type: none"><li>2.1. Conduct an assessment of the situation.</li><li>2.2. Establish an emergency action plan based on assessment of current situation and possible <b>potential for escalation</b>.</li><li>2.3. Prioritise actions promptly.</li></ul>                                                                                                                                                                                                  |
| 3. Coordinate the response.                                       | <ul style="list-style-type: none"><li>3.1. Implement organisational emergency procedures and policies.</li><li>3.2. Supervise equipment selection to match the type of emergency.</li><li>3.3. Confirm and coordinate the safe use of <b>emergency equipment</b>.</li><li>3.4. Supervise selection and use of rescue techniques.</li><li>3.5. Improvise, where necessary, equipment and technique.</li><li>3.6. Arrange and confirm the safety of staff and clients.</li></ul> |
| 4. Liaise with relevant authorities.                              | <ul style="list-style-type: none"><li>4.1. Liaise with members of the <b>emergency team</b> and monitor the emergency.</li><li>4.2. Refer situations beyond the capability of the emergency team to the <b>appropriate authorities</b> for assistance.</li><li>4.3. Provide information and assistance to authorities.</li><li>4.4. Control and coordinate, if necessary, <b>emergency evacuation</b> according to directions from relevant</li></ul>                          |

**ELEMENT****PERFORMANCE CRITERIA**

authorities.

5. Finalise operational procedures.

5.1. Complete and maintain an operational log.

5.2. Debrief emergency team members.

5.3. Evaluate operation of emergency procedures and recommend any changes.

5.4. Advise emergency team members to refer media inquiries to the nominated spokesperson.

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - liaise with all parties to coordinate effective responses to emergency situations
  - convey information to relevant authorities
  - debrief emergency team members
- problem-solving skills to:
  - assess emergency situations and develop action plans
  - improvise equipment or techniques where required
- planning and organisational skills to coordinate resources and equipment necessary to respond effectively to emergency situations
- self-management skills to review and reflect on own work performance in coordinating emergency responses
- language and literacy skills to:
  - complete emergency documentation
  - interpret and respond to emergency reports and signals.

### Required knowledge

- organisational emergency policies and procedures and staff responsibilities to enable prompt and effective response to emergencies and incidents
- legislation relevant to own work role and level of responsibility including:
  - duty of care
  - occupational health and safety
  - environment protection
  - hazardous substances and dangerous goods
  - public health and safety
- location and use of rescue and emergency equipment to enable effective

implementation of an emergency response

- rescue techniques to enable selection of technique appropriate to type of emergency
- emergency response agencies within the activity area and direct communication channels to enable information about an emergency to be communicated quickly and directly
- factors that impact on emergency situations to enable appropriate contingency planning
- behaviour and characteristics of typical emergencies to enable the development of an action plan to quickly and effectively bring the situation under control.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- identify and implement organisation policies and procedures to assess and coordinate emergency responses promptly and safely
- comply with relevant legislation in coordination of emergency response
- coordinate participatory arrangements for the management of the emergency response
- complete all relevant documentation
- evaluate and reflect on performance to identify ways in which emergency procedures can be improved.

#### Context of and specific resources for assessment

Assessment must ensure:

- coordination of multiple emergency responses, which may be simulated to reflect the individual's current or intended work environment to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- equipment and resources to ensure adequate response to emergencies
- staff and clients in industry-appropriate ratios
- legislation and organisational policies and procedures.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying organisational emergency procedures when responding to emergency situations
- observation of interacting with safety officers and wardens to ensure effective coordination of emergency situations
- oral and or written questioning to assess knowledge of relevant legislation which underpins the effective implementation of organisational emergency procedures
- third-party reports from a supervisor detailing work performance.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXWHS402 Implement and monitor Work Health and Safety policies.

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Reports or signals*** may include:

- verbal
- emergency warning and alarm systems
- hand signals
- telephone and radio communications
- whistles.

***Emergency situations*** may include:

- fire
- hazardous release of chemicals
- bomb threats or civil disorder
- environmental conditions
- other natural or man-made disasters
- activity-specific.

***Organisational policies and***

- Work Health and Safety
- emergency procedures

**procedures** may include:

- reporting incidents
- staff roles and responsibilities in the event of an emergency
- communication lines
- exit and assembly points.

**Designated personnel** may include:

- supervisors
- managers.

**Potential for escalation** may include:

- spread of fire
- threat to adjoining areas
- danger of explosion
- loss of communications
- involvement of additional persons
- deterioration in environmental conditions.

**Emergency equipment** may include:

- hoses
- monitors
- foam equipment and extinguishers
- blankets
- spill kits
- personal protective clothing and equipment
- ladders
- salvage gear
- rescue equipment
- first-aid and evacuation equipment and resources.

**Emergency team** may include:

- nominated safety officers or wardens
- emergency team members
- emergency response related persons.

**Appropriate authorities** may include:

- Police Search and Rescue
- State Emergency Service
- Fire Brigade
- Ambulance Service
- Land Management Authorities
- Australian Volunteer Coastguard.

**Emergency evacuation** may include:

- total or partial
- to an internal or external refuge
- to an assembly point.

## Unit Sector(s)

Cross-Sector.

## Co-requisite units

## Competency Field

Emergency Response.



## SISXIND405A Conduct projects

### Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

| Release | Comments                                                      |
|---------|---------------------------------------------------------------|
| 3       | Reduction of repetition.<br>No changes to competency outcome. |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct projects in specific activity areas, It also involves undertaking contingency planning to enable the achievement of project outcomes.

### Application of the Unit

This unit applies to those working autonomously and within supervisory roles in a sport, fitness and recreation environment, including those in roles such as recreation officers, program managers, logistics coordinators, sports trainers, coaches, development officers, personal trainers and outdoor leaders. These roles may be performed in a wide range of sport, fitness and recreation environments. The unit focuses on the application of project management skills and the requirement to meet time lines, quality standards, legislative obligations, budgetary limits and other requirements set for the project.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

No applicable

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.                                                                                                                                                                                                                       |
| 1. Identify the project.                                          | 1.1. Identify <b><i>scope</i></b> of the <b><i>project</i></b> .<br>1.2. Identify required <b><i>resources</i></b> and their availability.<br>1.3. Identify the required budget for the project.<br>1.4. Identify interrelationships with other concurrent projects.<br>1.5. Assess the project's potential impact on the organisation and individuals.                                                                                                                                                                                |
| 2. Prepare a project implementation plan.                         | 2.1. Identify <b><i>contract requirements</i></b> of the project.<br>2.2. Identify <b><i>key milestones</i></b> and <b><i>quality measures</i></b> for the project.<br>2.3. Confirm project budget.<br>2.4. Allocate tasks and resources and identify relevant personnel to be informed and consulted.<br>2.5. Identify and access administrative support required for the project.<br>2.6. Develop contingency-management plans for project outcomes.<br>2.7. Confirm project management plan with <b><i>relevant personnel</i></b> . |
| 3. Implement project.                                             | 3.1. Access and allocate resources according to project management plan.<br>3.2. Coordinate communication processes between all relevant personnel within project team.<br>3.3. <b><i>Monitor</i></b> project activities and progress according to project management plan.<br>3.4. Identify deviations from project management plan and take actions to address deviations.<br>3.5. Notify appropriate personnel where original project                                                                                               |

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | requirements cannot be met.<br>3.6. Maintain <b>project records</b> .                                                                                                                                                                                                                                                                                      |
| 4. Finalise project outcomes. | 4.1. Complete the project according to contract requirements.<br>4.2. Evaluate relevant components of the project according to quality measures in consultation with relevant personnel.<br>4.3. Identify potential areas of improvement of future projects.<br>4.4. Review own performance in conducting the project and identify potential improvements. |

## Required Skills and Knowledge

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

### Required skills

- communication and negotiation skills to:
  - consult with project team members
  - convey information on project progress
  - liaise and negotiate with internal and external service providers
- planning and organising skills to:
  - develop, monitor and maintain project implementation schedules
  - design risk and contingency management plans
  - coordinate project resources within timelines and budget
- problem-solving skills to:
  - define and monitor objectives of the project
  - identify and address deviations to the project-management plan
  - develop contingency plans
- literacy and numeracy skills to:
  - interpret a project-management plan
  - complete project documentation
  - identify and meet budget and timeframe requirements
- self-management skills to review and reflect on own work performance to conduct a project.

## Required knowledge

- organisation policies and procedures to enable accountability and satisfactory completion of project outcomes according to organisation protocols and standards
- legislation to enable project to be conducted safely and responsibly, such as:
  - anti-discrimination
  - Work Health and Safety
  - privacy
  - duty of care
  - trade practices
  - goods and services
  - contract
  - environment protection
- quality-assurance principles to enable project accountability in the achievement of quality outcomes
- project-management techniques to effectively prepare, implement and monitor a project implementation plan within budget and on time
- organisation financial recording and reporting requirements
- conflict-resolution techniques to enable negotiation of issues arising during the project
- evaluation processes to enable improvements to be made to future projects.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- implements, monitors and review a project management plan according to organisation recording and reporting systems
- liaise with relevant personnel and allocate and coordinate project tasks and resources to maximise timely project outcomes
- use communication strategies and systems to encourage and maintain information flow and exchange between project team personnel while maintaining commercial confidentiality
- apply contingency-management techniques to deal

with a range of problems and issues that may arise during the project and report those outside own level of responsibility to relevant personnel

- conduct projects according to ethical practices and comply with legislation and organisation policies and procedures
- evaluate and reflect on own work performance to identify ways in which future project outcomes and benefits to the organisation and individuals can be improved.

**Context of and specific resources for assessment**

Assessment must ensure:

- conduct of multiple projects within budgetary constraints and timeframes that are of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sport, fitness and recreation environment that reflects local issues and initiatives for which projects can be implemented
- equipment and resources required for the project, including support staff, equipment and materials
- organisational procedures and protocols, such as project reporting or recording requirements
- sources of information on project-management techniques.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with project team, including allocating tasks and monitoring progress
- observation of dealing with contingencies in relation to project deviations and budgets
- oral and or written questioning to assess knowledge of relevant organisational policies and procedures for conducting a project
- third-party reports from a supervisor detailing work performance
- portfolio containing evidence of research and documentation, such as a project-management plan and project reports.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

for example:

- SISXIND409 Organise a sport, fitness or recreation event .

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Scope*** may include:

- objectives
- desired outcomes
- benefits to the organisation
- cost
- risks
- inclusions
- exclusions
- quality standards
- time.

***Project*** may include:

- internal or external projects
- conferences and major meetings
- promotional or other events
- introduction of new technology or systems
- product or service development
- research or development projects
- ongoing business projects
- skills-improvement projects.

***Resources*** may include:

- service providers
- financial
- human
- physical
- technical.

***Contract requirements*** may include:

- performance standards
- timelines
- names of parties bound by contract
- payment
- completion requirements
- staffing

- Key milestones** may include:
- ownership of materials
  - indemnity and insurance
  - reporting mechanisms.
  - recording and reporting
  - developing a work plan
  - timelines
  - achievement of key tasks and project phases
  - measurement and achievement of set outcomes
  - completion of task
  - completion of contract phases and requirements.
- Quality measures** may include:
- objectives and outcomes
  - benchmarks
  - standards
  - key performance indicators
  - project monitoring process
  - achievement of timelines
  - costs.
- Relevant personnel** may include:
- project managers
  - senior staff
  - board members
  - sponsors
  - clients
  - internal and external service providers.
- Monitor** may include:
- progress and timeframes
  - performance
  - variables
  - activities
  - problems and issues
  - changes to project plan
  - costs associated with the project.
- Project records** may include:
- team reports
  - project control chart
  - critical path
  - control point chart
  - Gantt and bar charts
  - milestone chart
  - budget control chart
  - interim and final reports.

## **Unit Sector(s)**

Cross-Sector

## **Competency Field**

Working in Industry



## SITHFAB201 Provide responsible service of alcohol

### Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

| Version                     | Comments                                                                                                                 |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 2.0 updated on 2 March 2023 | Minor changes to Range Statement                                                                                         |
| 2.0                         | Amendments to the Evidence Guide which better define the assessment environment and assessment requirements of the unit. |
| 1.0                         | E<br>Replaces and is equivalent to SITHFAB009A Provide responsible service of alcohol.                                   |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol.

### Application of the Unit

Responsible practices must be undertaken wherever alcohol is served or sold, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to any workplace where alcohol is served or sold, including all types of hospitality venues, retail liquor outlets and wineries, breweries and distilleries.

This unit applies to all levels of sales personnel involved in the sale, service and promotional service of alcohol in licensed premises. Those selling or serving alcohol may include food and beverage attendants; retail liquor sales persons; winery, brewery and distillery cellar door staff and supplier sales representatives. It also applies to security staff who monitor customer behaviour and to the licensee who is ultimately responsible for RSA management.

### Licensing/Regulatory Information

The unit incorporates the knowledge requirements, under state and territory liquor licensing law, for employees engaged in the sale or service of alcohol.

Certification requirements differ across states and territories. In most cases all people involved in the sale, service and promotional service of alcohol in licensed premises must be certified in this unit. This can include the licensee and security staff.

This unit covers the Responsible Service of Alcohol (RSA) skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities require candidates to complete a bridging course to address these specific differences.

Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.

1. Sell or serve alcohol responsibly.

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

- 1.1 Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles.
- 1.2 Provide ***accurate information*** to customers on alcoholic beverages according to organisation or house policy and government legislation, including types, strengths, standard drinks and the alcoholic percentages of a range of frequently sold alcoholic beverages.
- 1.3 Assist customers with information on the range of non alcoholic beverages available for purchase.
- 1.4 Identify ***issues*** related to the sale and service of alcohol to different types of customers, especially ***those at risk***, and incorporate them into sales or service.

2. Assist customers to drink within appropriate limits.
  - 2.1 Prepare and serve **standard drinks** or **samples** according to industry requirements.
  - 2.2 Encourage customers courteously and diplomatically to drink within appropriate limits.
  - 2.3 Recognise **erratic drinking patterns** as an early sign of possible intoxication and take appropriate action.
  - 2.4 Monitor emotional and physical state of customers for signs of intoxication and ill effects of illicit or other drug usage.
  - 2.5 Where appropriate, offer food and non alcoholic beverages.
  - 2.6 Politely decline requests for alcohol to be dispensed in a manner that is **irresponsible, or which encourages the rapid or excessive consumption of alcohol**, and advise customers of the reasons for the refusal.
3. Assess alcohol affected customers and identify customers to whom sale or service must be refused.
  - 3.1 Assess intoxication levels of customers using a number of methods, including observing **changes in behaviour**, observing emotional and physical state, and monitoring noise levels and drink purchases.
  - 3.2 When assessing intoxication, take into account **factors** that may affect individual responses to alcohol.
  - 3.3 Identify customers to whom sale or service must be refused according to state and territory legislation, including minors, those purchasing on behalf of minors, intoxicated persons, and persons affected by the consumption of illicit and other drugs.
  - 3.4 Where appropriate, request and obtain acceptable **proof of age** prior to sale or service.
4. Refuse to provide alcohol.
  - 4.1 Refuse service in a polite manner and state reasons for the refusal.
  - 4.2 Speak to **intoxicated** customers in a suitable and consistent manner, minimising confrontation and arguments and point out **signage**.
  - 4.3 Provide **appropriate assistance** to customers when refusing service.
  - 4.4 Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisation or house requirements, the specific situation and provisions of state or territory legislation and regulations.
  - 4.5 Use appropriate **communication and conflict resolution skills** to handle difficult situations.
  - 4.6 Refer difficult situations beyond the scope of individual responsibility to the appropriate person.
  - 4.7 Promptly identify situations that pose a threat to the safety

or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy.

## Required Skills and Knowledge

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

### Required skills

- communication to:
  - provide complex information on responsible service of alcohol laws in a way that is readily understood by customers
  - speak firmly and clearly with intoxicated customers
  - deal with customers sensitively, courteously and discreetly using non-confrontational language
- critical thinking skills to assess intoxication levels of customers
- initiative and enterprise skills to offer food and non-alcoholic beverages to assist customers
- learning skills to continuously update knowledge of changing responsible service of alcohol laws and regulations
- literacy skills to:
  - read and interpret documents such as identification (ID) cards, proof of age cards, driver's licences, statutory signage, warning signs and wording within advertising or promotional material, in-house policies and procedures and any general plain English regulatory and advisory information issued by local, or state and territory liquor licensing authorities
- numeracy skills to measure and calculate standard drinks or samples and calculate blood alcohol levels to determine alcohol consumption
- problem-solving skills to:
  - identify customers to whom sale or service must be refused
  - identify intoxicated persons and refuse service
  - identify situations that pose a safety threat and seek assistance from appropriate colleagues
- teamwork skills to share customer information with team members to ensure proper responsible service of alcohol practices within the organisation.

### Required knowledge

- public interest reasons for implementation of responsible service of alcohol practices, including:
  - government and community concern with alcohol misuse and abuse
  - crime, violence and anti-social behaviour associated with alcohol abuse
- impact of excessive drinking on:

- local neighbourhood and community
- premises and staff
- customers
- particular types of customers who may be at heightened risk such as young people, pregnant women and minors
- government agencies such as the local police, health facilities and road authority
- key agencies and how to source relevant information on laws, regulations and codes of practice or conduct
- current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- effects of alcohol on:
  - emotional state
  - health
  - physical alertness
- factors that affect individual responses to alcohol, including:
  - gender
  - weight
  - general health
  - rate of consumption
  - food intake
  - other substances taken
- time for effects of alcohol to be registered
- standard drinks and acceptable measures of alcohol
- indicators of intoxication, including ways of assessing intoxication of customers
- ways of assessing customers affected by the consumption of illicit and other drugs
- principles of harm minimisation and strategies to minimise the harm associated with liquor abuse:
  - strategies laid down in legislation and codes of conduct developed by government agencies or industry groups
  - organisational policies that are designed to reduce the harm associated with liquor abuse
- the key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility within licensed premises, including the following list that expresses general statements about requirements of liquor legislation and information that must be customised for each State or Territory:
  - legislative definition of intoxication; intoxicated person and unduly intoxicated
  - role of individual staff members and supervisors or managers in providing responsible service of alcohol, including seller or server duty of care and liability
  - requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the organisation
  - requirements for mandatory content of any warning signs and wording within advertising or promotional material of any form, such as print advertising or internet

sales

- requirements for the remote sale and delivery of alcohol sales generated via the telephone, fax, email or mail
- requirements for proof of age and obligations to minors under local legislation
- provisions for retaining and reporting falsified proof of age documents
- provisions for requiring someone to leave the premises
- transportation options
- barring procedures
- opening and closing hour provisions
- requirements for monitoring noise and disturbances in and around licensed premises
- requirements laid down in codes of practice or conduct developed by government agencies or industry groups
- requirements described by an in-house policy, standard or code of practice or conduct
- training and record keeping requirements
- banned or undesirable products
- personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
- offences and penalties relating to offences
- legal restrictions on alcohol use customised to state or territory legislation, including intoxication provisions of liquor licensing laws
- legal drink and drive limits.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- responsibly sell or serve alcohol on multiple occasions to customers
- satisfy the legal requirements for responsible sale or service of alcohol for the local state or territory law
- follow organisational policies and procedures for the responsible service of alcohol
- demonstrate knowledge of:
  - reasons for and benefits of responsible service of alcohol
  - principles of responsible service of alcohol and

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>harm minimisation</p> <ul style="list-style-type: none"><li>• the key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility within licensed premises</li><li>• the ramifications of non-compliance with the law and industry codes for the organisation, licensee and individual staff members.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"><li>• a real or simulated workplace</li><li>• a range of industry equipment to demonstrate standard drink measures or samples</li><li>• relevant and current publications, signage, information and plain English fact sheets distributed by government regulators and industry bodies.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess the practical skills and knowledge required to sell or serve alcohol responsibly.</p> <p>The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"><li>• role-plays or case studies simulating customers, intoxicated patrons and alcohol that allow assessment of the individual's ability to:<ul style="list-style-type: none"><li>• interact with customers and explain organisational legal requirements to sell or serve alcohol responsibly</li><li>• explain in-house policies for the service of alcohol</li><li>• refuse service to people to whom alcohol cannot be served</li><li>• speak to intoxicated customers to minimise confrontation</li></ul></li><li>• case studies and problem-solving activities to assess the individual's ability to respond to:<ul style="list-style-type: none"><li>• situations where customers are engaging in erratic drinking patterns</li><li>• signage deficiencies</li><li>• situations that pose a safety threat</li></ul></li><li>• written or oral questioning to assess knowledge of legislation and all other knowledge components of this unit</li><li>• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.</li></ul> |
| <b>Guidance information for</b>                         | <p>The assessor should design integrated assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**assessment**

activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITHFAB202 Operate a bar
- SITHFAB302 Conduct a product tasting for alcoholic beverages
- SITHFAB303 Prepare and serve cocktails
- SITHFAB304 Provide advice on beers, spirits and liqueurs
- SITHFAB305 Provide advice on Australian wines
- SITHFAB306 Provide advice on imported wines
- SITHFAB307 Provide table service of food and beverage.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Accurate information*** may be provided to customers:

- by use of fact sheets and advertising material that comply with legislative requirements
- by use of mandatory signage
- verbally.

***Issues*** may include:

- demeanour and mood
- familiarity with specific customers
- perceived effects of illicit and other drug usage
- perceived health status
- physical stature
- social context.

***Those at risk*** may include:

- minors
- people affected by the consumption of illicit and other drugs
- people from non-English speaking backgrounds
- women
- young customers.

***Standard drinks*** should be measured using:

- appropriate nip measures



**Samples** may include tastings of any item for sale in a:

- appropriately sized sample glasses
- electronic dispensing and measuring devices.
- brewery
- distillery
- hospitality venue
- retail liquor outlet
- winery.

**Erratic drinking patterns** may include:

- mixing a wide range of drink types
- drinking quickly and asking for more immediately
- ordering more than one drink for self-consumption
- mixing alcohol consumption with consumption of prescription or illicit drugs
- consistently returning to the tasting site to request more samples
- ordering multiple samples
- ordering large samples
- ordering 'triple shots' or extra large drinks.

Requests for drinks to be dispensed in a manner that is **irresponsible, or which encourages the rapid or excessive consumption of liquor** include:

- jugs of spirits and mixers
- large samples
- laybacks
- multiple samples for self-consumption
- rocket fuel
- shooters
- test tubes
- yard glasses.

**Changes in behaviour** may involve the customer becoming:

- aggressive
- disorderly
- quarrelsome
- violent.

**Factors** include:

- food intake
- gender
- general health
- other substances taken, especially illicit and other drugs
- rate of consumption
- weight.

**Proof of age** includes:

- current drivers licence

***Intoxicated*** denotes:

- passport
- photo card
- proof of age card.
- drunk
- those to whom service may be refused due to excessive consumption of alcohol
- ‘unduly intoxicated’ may also be used in some state or territory legislation.

***Signage*** may include:

- signs produced in-house that comply with wording required by legislation
- standard promotional signs issued by the relevant state or territory licensing authority
- warning notices within any form of advertising.

***Appropriate assistance*** may include:

- assisting the customer to connect with their designated driver
- offering alternatives to alcohol, including food
- offering to sell or serve non-alcoholic drinks
- organising transport for customers wishing to leave
- providing information on taxis.

***Communication and conflict resolution skills*** may include:

- using open and non-aggressive body language
- using a number of strategies to diffuse a situation, such as taking the person away from an audience or blaming the refusal on the ‘law’
- monitoring the reactions of other customers
- picking early warning signs and intervening before the person is intoxicated
- not using physical touch or body language
- remaining calm and using tactful language.

## Unit Sector(s)

Hospitality

## Competency Field

Food and Beverage

## SITXMPR501 Obtain and manage sponsorship

### Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

| Version | Comments                                                                                                                           |
|---------|------------------------------------------------------------------------------------------------------------------------------------|
| 1.0     | E<br>Replaces and is equivalent to SITXFIN006A Obtain and manage sponsorship.<br>Re-categorised to Marketing and Public Relations. |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to obtain and manage sponsorship for a business activity, product, service or event. It requires the ability to determine sponsorship requirements, source and negotiate with potential sponsors and manage sponsorship arrangements.

### Application of the Unit

This unit applies to any tourism, travel, hospitality or event sector where sponsorship is sought to support business or community activities. Sponsorship may relate to a one-off activity, such as an event, or to ongoing operations, such as sponsorship of a particular service.

It applies to senior coordinators and managers who operate independently, have responsibility for others and are responsible for making a range of financial and operational decisions. They may work under the overall guidance of event organising committees.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.

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

- |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Determine sponsorship requirements and opportunities.</li> </ol> | <ol style="list-style-type: none"> <li>1.1 Identify sponsorship requirements in consultation with <b>colleagues</b>.</li> <li>1.2 Develop targets for sponsorship based on financial parameters of the activity.</li> <li>1.3 Identify <b>items, activities or projects</b> to be sponsored to meet the needs of the organisation.</li> <li>1.4 Identify <b>potential sponsors</b> based on potential sponsor appeal, the nature of the activity and previous approaches.</li> </ol>                                                                                                                                                                                                 |
| <ol style="list-style-type: none"> <li>2. Source sponsorship.</li> </ol>                                   | <ol style="list-style-type: none"> <li>2.1 Develop <b>sponsorship materials</b> in a clear, concise and professional format to include a full breakdown of costs and benefits.</li> <li>2.2 Distribute and present sponsorship materials according to agreed targets.</li> <li>2.3 Undertake follow up promotion and negotiation with potential sponsors.</li> <li>2.4 Discuss and negotiate additional opportunities with the sponsor.</li> <li>2.5 Make written sponsor contracts or agreements to include full details of commitments made by both parties.</li> </ol>                                                                                                            |
| <ol style="list-style-type: none"> <li>3. Service sponsors.</li> </ol>                                     | <ol style="list-style-type: none"> <li>3.1 Brief colleagues on details of sponsorship arrangements.</li> <li>3.2 Organise activities according to sponsorship agreement ensuring all agreements are honoured.</li> <li>3.3 Monitor and evaluate activities and make required adjustments.</li> <li>3.4 Provide and request feedback from the sponsor.</li> <li>3.5 Identify and action opportunities to enhance value of involvement for sponsors and benefits for the organisation.</li> <li>3.6 Maintain and distribute accurate and current <b>sponsorship documentation</b> throughout the process.</li> <li>3.7 Liaise and follow up with sponsor to initiate future</li> </ol> |

cooperative approaches.

## Required Skills and Knowledge

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

### Required skills

- communication skills to liaise and negotiate with sponsors and manage their participation
- critical thinking skills to evaluate a potential sponsor's best fit with the business activities or projects
- initiative and enterprise skills to identify and action opportunities to obtain sponsorship
- literacy skills to:
  - read and interpret details of the business activities or projects to be sponsored and complex sponsorship contracts or agreements
  - research potential sponsors that are aligned with the business activities or projects
  - write sponsorship materials and agreements expressing complex business ideas and proposals
- numeracy skills to evaluate budgets and interrogate or use a range of financial data to inform sponsorship activities
- planning and organising skills to organise sponsorship activities according to agreements
- problem-solving skills to monitor activities, identify sponsorship servicing deficiencies and make required adjustments
- self-management skills to take responsibility for sourcing and managing sponsorship arrangements
- teamwork skills to brief colleagues on details of sponsorship arrangements
- technology skills to design effective sponsorship proposals.

### Required knowledge

- for the particular industry sector and business type:
  - a range of business activities or events which would appeal to sponsors
  - potential sponsorship opportunities and sources of finance
- protocols for sponsor contact
- packages that can be offered to sponsors
- a range of formats for and inclusions of sponsorship proposals
- features of sponsorship contracts and agreements:
  - legal requirements to supply services as contracted and ramifications of failure to comply
  - sponsor reporting expectations and requirements.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- determine sponsorship requirements and obtain and manage sponsorship for a business activity, product, service or event
- monitor and manage sponsorship arrangements over a period of time
- develop clear, concise and professional sponsorship proposals
- integrate knowledge of practices and protocols for accessing sponsorship opportunities
- effectively communicate and negotiate with sponsors.

#### Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or event industry business operation, product, service or event that a sponsor can be involved in
- computers, printers and software packages currently used by the tourism, hospitality and event industries to design effective sponsorship proposals
- current commercial sponsorship contracts
- sponsors to allow the individual to communicate, negotiate and manage sponsorship arrangements.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- project activities that allow assessment of the individual's ability to initiate and manage sponsorship
- evaluation of sponsorship packages and proposals produced by the individual
- oral or written questioning to assess knowledge of sponsorship practices and protocols for accessing sponsorship opportunities
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

#### Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units

relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- BSBPMG510A Manage projects
- SITXEVT503 Manage event staging components
- SITXMGT501 Establish and conduct business relationships
- SITXMPR404 Coordinate marketing activities.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Colleagues*** may include:

- customers
- event organisers
- funding bodies
- management
- management committees.

***Items, activities or projects*** may include:

- entertainment
- individual awards within an awards program
- meals
- one-off promotional activities or projects
- ongoing organisational activities, such as an annual publication
- overall event or activity sponsorship
- permanent or temporary exhibitions
- physical items, such as satchels
- social events
- speaker sessions
- sporting components
- travel.

***Potential sponsors*** may include:

- community organisations
- educational institutions
- existing sponsors
- government agencies
- individuals
- industry organisations or professional associations



***Sponsorship materials*** may include:

***Sponsorship documentation*** may include:

- investors
- private companies.
- electronic presentations
- printed promotional material.
- activity reports or schedules
- attendance figures
- contracts
- feedback documentation
- financial records.

## **Unit Sector(s)**

Cross-Sector

## **Competency Field**

Marketing and Public Relations

## SRSCOP001B Prepare for public speaking

### Modification History

Not applicable.

### Unit Descriptor

This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to prepare and deliver a talk, including the structure and the communication skills required.

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

Not applicable.

### Elements and Performance Criteria Pre-Content

Not applicable.

### Elements and Performance Criteria

#### Elements and Performance Criteria

| Element                              | Performance Criteria                                                                                          |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1 <b>Prepare</b> for public speaking | 1.1 Select information <b>relevant</b> to the audience                                                        |
|                                      | 1.2 <b>Organise</b> the <b>talk</b> and use <b>appropriate language</b> to convey a clear expression of ideas |

## 2 Present a talk to a public forum

- 2.1 Deliver the **talk** in an audible manner
- 2.2 Deliver the **talk** in a manner that engages and holds the audience's attention
- 2.3 Develop ideas logically, coherently and complete the **talk** in the given time
- 2.4 Use appropriate vocabulary and grammatical structures
- 2.5 Use a confident and fluent manner that uses appropriate register and tone and employ a variety of pace, pitch, stress and volume
- 2.6 Use **relevant non-verbal communication and body language**
- 2.7 Enhance the presentation through the selection, organisation and presentation of supporting materials such as **visuals**
- 2.8 Deal with questions **effectively** and **impromptu talk**

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

### Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of the factors that influence the preparation and presentation of an impromptu talk and a longer prepared speech

Assessment of performance should be over a period of time covering all categories from the Range Statements

Assessment must confirm the ability to apply

knowledge and appropriate techniques to  
prepare information for a speech  
present a speech that contains relevant  
information  
present a speech in a manner that engages  
and holds the audience's attention  
deliver a speech using appropriate  
vocabulary and communication skill

**Interdependent assessment of units**

This unit must be assessed after attainment  
of competency in the following unit(s)

Nil

This unit must be assessed in conjunction  
with the following unit(s)

Nil

For the purpose of integrated assessment,  
this unit may be assessed in conjunction with  
the following unit(s)

Nil

**Required knowledge and skills**

Required knowledge

Knowledge of organisational codes of  
practice and guidelines for the delivery of  
speeches to the public

Knowledge of decision making and conflict  
resolution strategies for answering difficult  
questions

Knowledge of the organisation, its key  
functions, personnel, aims and objectives

Required skills

Problem solving in order to answer difficult  
questions fully and correctly, or to refer to  
others if answer is not known

Interpersonal skills in order to develop a  
rapport with audience

Communication (verbal and listening skills)

Observation in order to monitor effect of talk  
and adjust if necessary

Negotiation skills to negotiate outcomes with  
the audience and control audience reception

of your talk

Flexibility skills to be able to adjust the talk on the spot in order to achieve the best outcome

## **Resource implications**

Physical resources - assessment of this competency requires access to

an appropriately equipped theory space

a microphone

a lectern

a stage

access to relevant information

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

be personnel with career oriented participant competency at the appropriate level

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

## **Consistency in performance**

Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants

## **Context for assessment**

This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable

assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## KEY COMPET ENCIES

| Collect,<br>Analyse&O<br>rganise<br>Information | Communic<br>ate<br>Ideas&Info<br>rmation | Plan&Orga<br>nise<br>Activities | Work with<br>Others&in<br>Teams | Use<br>Mathematic<br>al<br>Ideas&Tec<br>hniques | Solve<br>Problems | Use<br>Technology |
|-------------------------------------------------|------------------------------------------|---------------------------------|---------------------------------|-------------------------------------------------|-------------------|-------------------|
| 2                                               | 2                                        | 1                               | 1                               | -                                               | 1                 | 1                 |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin

effective  
workplace  
practices.

The three  
levels of  
performanc  
e (1, 2 and  
3) denote  
the level of  
competency  
required to  
perform the  
task:

Use routine  
approaches

Select from  
routine  
approaches

Establish  
new  
approaches

**Collecting,  
analysing  
and  
organising  
informatio  
n** - Gather  
and  
organise  
information  
related to  
public  
speaking

**Communic  
ating ideas  
and  
informatio  
n** - Conduct  
public  
speaking to  
express  
ideas

**Planning  
and  
organising**

**activities -**

Use  
planning  
and  
organisatio  
n skills to  
structure  
presentatio  
n

**Working  
with teams  
and others**

- Seek  
audience  
response

**Using  
mathemati  
cal ideas  
and  
techniques**

- Not  
applicable

**Solving  
problems -**

Ensure  
presentatio  
n is  
relevant to  
audience

**Using  
technology**

- Use data  
projector or  
other media  
technologie  
s to assist  
public  
presentatio  
n

Please refer  
to the  
Assessment  
Guidelines  
for advice  
on how to  
use the Key



Competencies.

## Range Statement

### Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

#### RANGE STATEMENT

#### CATEGORIES

##### Appropriate language

[all categories]  
is pitched at audience level  
appropriate to the topic  
contains no bad or offensive language  
does not use jargon

##### Effectively

[all categories]  
fully  
politely  
correctly

##### Impromptu talk

[all categories]  
usually shorter  
audience unknown, therefore ability to  
respond to feedback and adjust presentation  
is very important  
ability to think on your feet

##### Non-verbal communication and body language

[all categories]  
placement of hands  
stance  
head movements  
eye movements

|                      |                                    |
|----------------------|------------------------------------|
| <b>Organise</b>      | [all categories]                   |
|                      | past                               |
|                      | present                            |
|                      | future                             |
|                      | introduction                       |
|                      | body                               |
|                      | conclusion                         |
| <b>Prepared talk</b> | [all categories]                   |
|                      | preparation time                   |
|                      | practice                           |
|                      | research topic and audience        |
|                      | ability to use visual aids         |
| <b>Relevant</b>      | [all categories]                   |
|                      | interesting                        |
|                      | informative                        |
|                      | on the subject advertised          |
|                      | motivational                       |
| <b>Talk</b>          | [all categories]                   |
|                      | short                              |
|                      | long                               |
|                      | prepared                           |
|                      | impromptu                          |
| <b>Visuals</b>       | [all categories]                   |
|                      | overhead transparencies            |
|                      | slides                             |
|                      | photographs                        |
|                      | handouts                           |
|                      | video recording                    |
|                      | PowerPoint or digital presentation |

## Unit Sector(s)

Not applicable.

# SRSOGP014A Develop activity rules and regulations

## Modification History

Not applicable.

## Unit Descriptor

This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to plan, distribute, explain and evaluate rules and regulations.

## Application of the Unit

Not applicable.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

Not applicable.

## Elements and Performance Criteria Pre-Content

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                                    | Performance Criteria                                                                                                                                       |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <b>Prepare plans for publication and distribution of</b> | 1.1 Identify and obtain the formal set of current rules and regulations established by international, national and local bodies for the specified activity |

- |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>international, national and local rules and regulations for a specified activity</b>                    | <p>1.2 Establish a distribution network according to the <b>publishing requirements</b> of the national activity organisation</p> <p>1.3 Prepare and document plans for publication and distribution of the formal set of current rules and regulations to the identified network, according to the requirements of the national activity organisation</p>                                                                          |
| 2 <b>Prepare plans for publications and distribution of the code of conduct for the specified activity</b> | <p>2.1 Identify and obtain the code of conduct for the specified activity</p> <p>2.2 Prepare and document plans for publication and distribution of the code of conduct to the identified network, according to the requirements of the national activity organisation</p>                                                                                                                                                          |
| 3 <b>Explain interpretations of the rules and regulations for the specified activity</b>                   | <p>3.1 Identify standard interpretations of rules and regulations for the specified activity</p> <p>3.2 Define and document procedures for obtaining rulings on new interpretation</p>                                                                                                                                                                                                                                              |
| 4 <b>Evaluate the effectiveness of current rules and regulations</b>                                       | <p>4.1 Develop and implement evaluation methods appropriate to the nature of information sought</p> <p>4.2 Present research findings in a written report according to the requirements of the national activity organisation</p> <p>4.3 Support <b>recommendations</b> by research documented in the report</p> <p>4.4 Prepare recommendations for submission to the national activity organisation comply with formal criteria</p> |
| 5 <b>Prepare plans for implementing changes to current rules and regulations</b>                           | <p>5.1 Prepare and document a <b>plan</b> for implementing changes to current rules and regulations according to the requirements of the national activity organisation</p> <p>5.2 Document the <b>rationale</b> for recommended changes to current rules and regulations</p> <p>5.3 Document an explanation of implications the recommended changes have for other rules and</p>                                                   |

regulations

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

### Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of how to plan, distribute, explain and evaluate rules and regulations

Assessment of performance should be over a period of time covering all categories from the Range Statements

Assessment must confirm the ability to apply knowledge and appropriate techniques to

prepare plans for publication and distribution of international, national and local rules and regulations for a specified activity

prepare plans for publications and distribution of the code of conduct for the specified activity

explain interpretations of the rules and regulations for the specified activity

evaluate the effectiveness of current rules and regulations

prepare plans for implementing changes to current rules and regulation

### Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Nil

## **Required knowledge and skills**

### **Required knowledge**

Knowledge of planning knowledge in order to develop plans of activity rules and regulations for publication and distribution

Knowledge of publication processes in order to manage the publication process of activity rules and regulations

Knowledge of distribution processes in order to manage the distribution process of activity rules and regulations

Knowledge of relevant rules and regulations and their interpretations

Knowledge of communication systems in order to ensure the requirements of the publication and distribution processes are understood by all relevant persons

### **Required skills**

Interpersonal skills in order to develop rapport with all relevant persons

Communication (written and verbal) skills in order to effectively communicate with all persons relevant to the development of activity rules and regulations

Planning skills to effectively plan the publication and distribution of activity rules and regulations

Organisational skills in order to ensure the organisation of the development of activity rules and regulations is efficient and effective

Evaluation skills in order to assess the procedures used and make recommendations for modifications where necessary

## **Resource implications**

Physical resources - assessment of this competency requires access to

relevant guidelines, policies and procedures

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be competent in sports administration at the appropriate level

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

### **Consistency in performance**

Due to the issues such as variable sports administration situations, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to sports administration

### **Context for assessment**

This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of



locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## KEY COMPET ENCIES

| Collect,<br>Analyse&O<br>rganise<br>Information | Communic<br>ate<br>Ideas&Info<br>rmation | Plan&Orga<br>nise<br>Activities | Work with<br>Others&in<br>Teams | Use<br>Mathematic<br>al<br>Ideas&Tec<br>hniques | Solve<br>Problems | Use<br>Technology |
|-------------------------------------------------|------------------------------------------|---------------------------------|---------------------------------|-------------------------------------------------|-------------------|-------------------|
| 3                                               | 2                                        | 2                               | 3                               | -                                               | 3                 | 1                 |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from  
routine  
approaches

Establish  
new  
approaches

**Collecting,  
analysing  
and  
organising  
informatio  
n** - Collect  
information  
on rules  
and  
regulations

**Communic  
ating ideas  
and  
informatio  
n** - Develop  
code or  
conduct  
and rules  
and  
regulations

**Planning  
and  
organising  
activities** -  
Prepare  
plans for  
publicatio  
ns

**Working  
with teams  
and others**  
- Seek  
advice from  
others

**Using  
mathemati  
cal ideas  
and  
techniques**  
- Not

applicable

**Solving problems -**

Consult rules and regulations to resolve problems

**Using technology**

- Use computer to prepare documentation

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

## Range Statement

### Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

### RANGE STATEMENT

#### Plan

### CATEGORIES

[all categories]

transition

communication of change

effective date

publication and distribution of amendments

**Publishing requirements**

[all categories]  
copyright  
printers agreement  
members

**Rationale**

[all categories]  
safety  
fairness  
clarification  
improved technology  
aesthetic value

**Recommendations**

[all categories]  
retention  
rejection  
modification  
addition to rules and regulations

**Unit Sector(s)**

Not applicable.

## **SRXEVT003B Coordinate events**

### **Modification History**

Not applicable.

### **Unit Descriptor**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the knowledge and skills required to conduct market research and identify possible gaps in the delivery of special events, and the coordination and evaluation of such a special event.**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the knowledge and skills required to conduct market research and identify possible gaps in the delivery of special events, and the coordination and evaluation of such a special event.**

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                                         | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <b>Analyse opportunities to organise special events</b>       | <p>1.1 Assess the current market for events planned in a similar field and identify <b>gaps in the delivery of service</b></p> <p>1.2 Prepare recommendations based on research and present to designated person(s)</p>                                                                                                                                                                                                                                                                                                                                                        |
| 2 <b>Prepare brief</b>                                          | <p>2.1 Identify available <b>resources</b>, assess the financial situation and consider timeframes</p> <p>2.2 Draft brief, budgets and timeframes in line with research results and in accordance with the goals and objectives of the organisation</p>                                                                                                                                                                                                                                                                                                                        |
| 3 <b>Coordinate details and delegate duties to team members</b> | <p>3.1 Delegate various <b>details</b> of the event organisation to <b>team members</b> with guidelines provided for achieving goals within designated timelines</p> <p>3.2 Identify individual differences and abilities from appropriate roles and responsibilities and then allocate to suitable <b>team members</b></p> <p>3.3 Establish performance requirements and evaluation criteria for the team and <b>team members</b>, agreed upon and recorded</p> <p>3.4 Monitor and evaluate progress of <b>team members</b> to ensure work is progressing to expectations</p> |
| 4 <b>Develop contingency plans</b>                              | <p>4.1 Formulate and implement contingency plans after an assessment of possible <b>deviations from the norm</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 5 <b>Conduct post-event evaluations</b>                         | <p>5.1 Assess delivery of event to determine whether the original needs were met effectively and efficiently</p> <p>5.2 Prepare <b>reports</b> and make recommendations are made</p>                                                                                                                                                                                                                                                                                                                                                                                           |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

### Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of coordinating special events in the work environment

Assessment of performance should be over a period of time covering the prescribed number of categories from the Range Statements

In particular, assessment must confirm the ability to

identify gaps in the market for the delivery of special events

plan, budget and set timelines for a special event that is in line with goals and objectives of the organisation

coordinate the activities of team members during a special event

contingency plans are developed to be implemented in the event of a deviation from set operating procedures during the special event

prepare reports detailing an assessment of the special event

finalise financial accounts and prepare financial records for inspection by the auditor

### Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SRXEVT002B Organise meeting/event and provide on-site meeting/event management

services

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRXEVT004B Plan and manage conferences on behalf of management to achieve identified goals

SRXEVT008A Process and monitor event registrations

SRXEVT009A Develop a transport strategy for an event

SRXEVT010A Manage an event across a number of facilities

SRXEVT011A Environmental issues and events

SRXEVT012A Liaise with state/local government agencies

THHGCS05B Organise in-house functions

THTFME05A Select event venues and sites

THTFME06A Manage event contractors

THTFME07A Organise and monitor infrastructure for outdoor events

THTFME08A Integrate technology into the event management process

THTFME09A Develop and update knowledge of protocol

THTPPD08B Plan and develop event proposals and bids

THTPPD09B Develop conference programs

THTPPD10B Develop and implement sponsorship plans

## Required knowledge and skills

Required knowledge

Organisation's policy and procedures for the



management of meetings/events

Organisation's policy and procedures for contracting suppliers

Organisation's procedures for coordinating a function or event

Occupational Health and Safety (OH&S) and risk management procedures for coordination of functions and events

Knowledge of typical technical requirements for functions

Knowledge of typical layouts for functions

Development of promotional displays and material

Public relations knowledge for servicing of clients

Organisation's procedures for processing of accounts to be paid

Industrial Relations Act

Insurance laws

Local government by-laws

Required skills

Organisational skills in terms of event planning

Use of technology and equipment for coordination of events

Referral skills to identify to whom to refer difficulties with the venue or equipment

Research skills to seek information on the current market for events

Problem solving skills to identify the best course of action if equipment does not work during an event and/or insufficient staff or food arrives

Literacy skills to clarify information on current market gaps for special events

## Resource implications

Physical resources - assessment of this competency requires access to

market research on special events

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

### **Consistency in performance**

Due to issues such as dealing with various sectors within the market, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to conducting market research and identifying possible gaps in the delivery of special events

### **Context for assessment**

This unit of competency must be assessed in the context of a sport or recreation activity with a range of real clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a

"period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## KEY COMPET ENCIES

| Collect,<br>Analyse&O<br>rganise<br>Information | Communic<br>ate<br>Ideas&Info<br>rmation | Plan&Orga<br>nise<br>Activities | Work with<br>Others&in<br>Teams | Use<br>Mathematic<br>al<br>Ideas&Tec<br>hniques | Solve<br>Problems | Use<br>Technology |
|-------------------------------------------------|------------------------------------------|---------------------------------|---------------------------------|-------------------------------------------------|-------------------|-------------------|
| 2                                               | 2                                        | 3                               | 2                               | -                                               | 2                 | 1                 |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine

approaches

Select from  
routine  
approaches

Establish  
new  
approaches

**Collecting,  
analysing  
and  
organising  
informatio  
n -**

Analysing  
information  
to  
determine  
trends and  
'gaps' in the  
market

**Communic  
ating ideas  
and  
informatio  
n -** Writing  
reports and  
making  
recommend  
ations on  
findings

**Planning  
and  
organising  
activities -**  
Making  
contingenc  
y plans  
after  
market  
research

**Working  
with teams  
and others**  
- Working  
with other  
organisatio

nal  
members

**Using  
mathematical ideas  
and  
techniques**

- Not  
applicable

**Solving  
problems -**  
Dealing  
with staff  
problems at  
an event

**Using  
technology**

- Using a  
computer  
for report  
writing

Please refer  
to the  
Assessment  
Guidelines  
for advice  
on how to  
use the Key  
Competencies.

## Range Statement

### Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

### RANGE STATEMENT

### CATEGORIES

**Details**

[all categories]  
dates  
venue  
type of activity  
format  
entertainment  
catering  
travel arrangements  
accommodation  
marketing and promotion  
specialised equipment  
single event  
multiple event  
sanctions  
first aid  
individual participant needs

**Deviations from the norm**

[all categories]  
weather conditions  
duty of care  
legal considerations  
catering  
numbers fluctuating from expected  
staffing factors  
disputes  
internal  
external  
  
other factors outside the control of the organisation

**Gaps in delivery of service**

[all relevant categories]  
location  
venue  
type of activity

|                       |                                                                                                                                                                                          |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | categories                                                                                                                                                                               |
|                       | dates                                                                                                                                                                                    |
| <b>Reports</b>        | [all categories]<br>financial acquittals<br>post event evaluation and recommendations                                                                                                    |
| <b>Resources</b>      | [all categories]<br>personnel<br>finances<br>facilities<br>sponsorship                                                                                                                   |
| <b>Special events</b> | [one category]<br>carnivals/sports tournament/matches/races<br>swimming<br>marathon<br>fun runs<br>triathlons<br><br>single event<br>multiple event<br>knockout contests<br>round robins |
| <b>Team members</b>   | [four categories]<br>paid employees<br>volunteers<br>contractors<br>interested parties<br>organisation members<br>media outlets                                                          |

**Unit Sector(s)**

Not applicable.



## **SRXEVT007B Manage spectators at an event or program**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit deals with the skills and knowledge required to develop and implement a risk management plan and a plan for the admittance, seating and dispersal of crowds of spectators; and develop procedures for managing spectators at an event in an emergency.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit deals with the skills and knowledge required to develop and implement a risk management plan and a plan for the admittance, seating and dispersal of crowds of spectators; and develop procedures for managing spectators at an event in an emergency.

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

# Elements and Performance Criteria

## Elements and Performance Criteria

| Element                                                                                                                        | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <b>Develop and implement a plan to minimise the risks associated with crowds of spectators at a complex event or program</b> | <ul style="list-style-type: none"><li>1.1 Identify legal constraints and requirements in relation to managing spectators at an <b>event or program</b></li><li>1.2 Identify <b>risks</b> associated with crowds of spectators and assess for their impact and planning</li><li>1.3 Identify <b>risks</b> associated with the <b>venue</b> and assess for their impact on planning</li><li>1.4 Identify the capacities of the <b>venue</b> and <b>facilities</b> and document implications on planning</li><li>1.5 Set and document a maximum limit on the number of spectators to be admitted in accordance with identified <b>risks</b> and <b>venue</b> capacities</li><li>1.6 Inspect spectator <b>facilities</b> to ensure they comply with <b>legal requirements</b></li><li>1.7 Undertake any necessary work to ensure compliance</li><li>1.8 Develop and implement a plan that minimises the identified <b>risks</b> associated with the <b>venue</b> and crowds of spectators, and complies with legal constraints and <b>requirements</b></li></ul> |
| 2 <b>Develop and implement a plan for the management of crowds of spectators at a complex program</b>                          | <ul style="list-style-type: none"><li>2.1 Estimate the expected number of spectators based on past attendances at <b>events or programs</b> of the same or similar nature</li><li>2.2 Identify and document the number and positions of viewing sites, exits, and aisles</li><li>2.3 Identify and document the number of people required for managing spectators</li><li>2.4 Restrict access to <b>event or program</b> participant and performance areas</li><li>2.5 Develop and implement a plan is for the management of the estimated number of spectators</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

- |   |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <b>Develop procedures for managing spectators in an emergency at a complex event or program</b> | 2.6 Ensure the plan complies with the risk management plan for the program<br><br>3.1 Maintain safety equipment according to manufacturers' specifications<br>3.2 Inspect safety equipment regularly to ensure it complies with <b>legal requirements</b><br><br>3.3 Identify and document the safety needs of special populations in an <b>emergency</b><br><br>3.4 Develop and document <b>procedures</b> for managing spectators in an <b>emergency</b><br><br>3.5 Implement practice drills with <b>event or program</b> personnel and record in a log |
|---|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

### Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of the factors influencing the development of a risk management plan for the management of spectators at an event or program in the work environment

Assessment of performance should be over a number of events/programs covering the prescribed number of categories from the Range Statements

In particular, assessment must confirm the ability to

ensure the risk management plan identifies all the risks associated with the event or

program, puts steps in place to minimise the identified risks and complies with all legal and organisational requirements

ensure enough personnel are on hand to effectively manage the expected number of spectators

ensure personnel, procedures and equipment are in place to effectively deal with an emergency

### **Interdependent assessment of units**

This unit must be assessed after attainment of competency in the following unit(s)

SRXRIK002A Manage an organisation's risk

SRXEMR002A Coordinate emergency response

SRX EVT002B Organise meeting/event and provide on-site meeting/event management services

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRX EVT005B Manage special events

### **Required knowledge and skills**

Required knowledge

Comprehensive knowledge of typical event/program management systems

Issues and problems relating to overall event/program management

Organisation's policy and procedures for the management of events/programs

Occupational Health and Safety (OH&S) and risk management procedures for coordination of events/programs

Knowledge of typical technical requirements for events/programs

Public relations knowledge for servicing of

clients/guests/delegate/speakers

Occupational Health and Safety (OH&S)  
legislation

Relevant insurances for the staging of an  
event/program

#### Required skills

Organisational skills in terms of event  
planning

Analysis skills to assess risks associated with  
the staging of events/programs

Use of technology and equipment for  
coordination of events/programs in order to  
assess systems

Referral skills to identify to whom to refer  
questionable safety aspects of the staging of  
the event/program

Research skills to seek information on the  
legal requirements associated with the  
event/program

Problem solving skills in order to advise  
coordinator of the event of the most  
appropriate course of action in an emergency

Literacy skills to clarify information on  
procedures and systems for the management  
of events

Organisational skills in terms of  
events/programs planning

Use of technology and equipment for  
coordination of events/programs

#### Resource implications

Physical resources - assessment of this  
competency requires access to

a real event or program in order to develop  
and implement a risk management plan

Human resources - assessment of this unit of  
competency will require human resources  
consistent with those outlined in the  
Assessment Guidelines. That is, assessors (or  
persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

### **Consistency in performance**

Due to issues such as dealing with different venues with differing layouts, this unit of competency must be assessed over a number of events/programs in order to ensure consistency of performance over the Range Statements and contexts applicable to managing spectators at an event

### **Context for assessment**

This unit of competency must be assessed in the context of a sport or recreation event/program with a range of real clients. For valid and reliable assessment the sport or recreation event/program should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## **KEY COMPET ENCIES**

| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|-----------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| 3                                       | 3                               | 3                          | 3                           | 2                                   | 3              | 2              |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

**Collecting, analysing**

**and  
organising  
information -**

Collecting  
information  
on the  
venue and  
the event

**Communic  
ating ideas  
and  
information -**

Briefing  
staff  
members  
on the  
emergencie  
s  
procedures  
to be  
adopted

**Planning  
and  
organising  
activities -**

Planning  
evacuation  
routes in  
the event of  
an  
emergency

**Working  
with teams  
and others**

- Working  
with venue  
staff to  
develop  
policies

**Using  
mathemati  
cal ideas  
and  
techniques**

-



Estimating  
anticipated  
numbers of  
spectators  
at an event

**Solving  
problems -**

Dealing  
with a first  
aid  
emergency  
at a venue

**Using  
technology**

- Using a  
fire  
extinguishe  
r in the  
event of  
fire at the  
venue

Please refer  
to the  
Assessment  
Guidelines  
for advice  
on how to  
use the Key  
Competenci  
es.

## Range Statement

### Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

#### RANGE STATEMENT

**Emergency**

#### CATEGORIES

[four categories]

|                         |                                                         |
|-------------------------|---------------------------------------------------------|
|                         | fire                                                    |
|                         | earthquake                                              |
|                         | bombing                                                 |
|                         | chemical leak or spill                                  |
|                         | riot                                                    |
|                         | illegal entry                                           |
|                         | alcohol                                                 |
|                         | drugs                                                   |
|                         | medical emergency                                       |
|                         | equipment failure                                       |
|                         | stage failure or collapse                               |
| <b>Event or program</b> | [two categories]                                        |
|                         | festivals                                               |
|                         | sport events                                            |
|                         | competitions                                            |
|                         | community events                                        |
|                         | functions                                               |
|                         | conferences                                             |
|                         | holiday programs                                        |
|                         | celebrations                                            |
|                         | arts events                                             |
|                         | performances                                            |
|                         | complex event or program                                |
|                         | long lead time - more than three months                 |
|                         | large organising team or group - more than three people |
|                         | several events within the overall event of program      |
|                         | participant and/or audience origin varied               |
|                         | complex organisational structure                        |
| <b>Facilities</b>       | [two categories]                                        |
|                         | stadiums                                                |
|                         | arenas                                                  |

sports grounds  
grandstands  
gymnasiums  
halls  
theatres  
kitchens  
restaurants  
bathrooms/dressing rooms  
swimming pools

## Legal requirements

[all categories]  
fire egress  
Occupational Health and Safety (OH&S)  
Risk Management  
First aid  
insurances  
public liability  
professional indemnity

resource management

## Management

[all relevant categories]  
ticketing  
admission  
ushering  
seating  
crowd control  
security  
first aid  
catering  
toilet facilities

## Procedures

[all categories]  
crowd control  
evacuation  
special populations

**Risks**

first aid

[all categories]

includes but not limited to

overcrowding

crowd stress

mob behaviour

protection of participants

protection of performers

traffic flows

areas of congestion

emergency access of services

**Venues**

[two categories]

outdoor environments

open spaces

aquatic environments

parks

streets

indoor facilities

gymnasiums

**Unit Sector(s)**

Not applicable.

# **SRXGOV004B Work effectively with the Board of an organisation**

## **Modification History**

Not applicable.

## **Unit Descriptor**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.**

## **Application of the Unit**

Not applicable.

## **Licensing/Regulatory Information**

Not applicable.

## **Pre-Requisites**

Not applicable.

## **Employability Skills Information**

Not applicable.

## **Elements and Performance Criteria Pre-Content**

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                                                     | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Identify the roles of governance and management                           | <p>1.1 Differentiate and document the member, governance and management issues of the organisation in the <b>organisation's governance policy guidelines</b></p> <p>1.2 Identify, document and refer to the relationships between governance issues and management issues</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2 Facilitate the development of an effective Board                          | <p>2.1 Provide information to enable the <b>Board</b> to analyse the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets</p> <p>2.2 Ensure new Directors understand the way that the <b>Board</b> operates and the <b>organisation's governance policy guidelines</b></p> <p>2.3 Highlight continuing professional development opportunities to the attention of all Directors</p> <p>2.4 Monitor relevant aspects of the appropriate federal, state and local <b>legislation</b> and by-laws for organisation compliance and provide advice to ensure Directors follow legal requirements when carrying out <b>Board</b> duties</p> |
| 3 Provide detailed information for the Board to deal with the right matters | <p>3.1 Ensure the <b>Board</b> is aware of <b>emerging issues</b> in the industry that are likely to have an impact on the organisation's business</p> <p>3.2 Evaluate the identified <b>emerging issues</b> within a risk management and due diligence framework for their impact on the organisation and provide this information to the <b>Board</b></p> <p>3.3 Differentiate governance and management issues of the organisation to ensure the <b>Board</b> deals with the right matters</p> <p>3.4 Collate a well structured <b>Board</b> paper, containing all necessary information items and including a recommendation from management, for all agenda items</p>                 |

- 3.5 Ensure **Board** members receive the papers in sufficient time to study them before the meeting
  - 3.6 Establish processes to source appropriate internal and external professional advice for Directors to inform their decision-making (where required)
  - 3.7 Establish processes to deal with extraordinary matters that arise outside scheduled meetings
- 4 **Ensure that Board decisions are implemented properly**
  - 4.1 Ensure complete and accurate minutes are recorded and reported to the **Board**
  - 4.2 Identify and implement actions that flow from the decisions clearly
  - 4.3 Implement the appropriate policies and procedures to support the Board's decisions within agreed timeframes
  - 4.4 Advise the **Board** promptly of **issues** affecting the implementation of **Board** decisions
- 5 **Ensure regular communication with the Board**
  - 5.1 Provide information and advice regularly to the **Board** to foster informed decision-making
  - 5.2 Brief the Chairperson in great detail on all substantive issues at all times
  - 5.3 Seek clear instructions from the **Board** in order to implement specific policy directions (as required)
  - 5.4 Seek feedback from the **Board** in relation to the performance of staff regarding implementation of the specific policy directions

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of

competence and should be read in conjunction with the Range Statements

**Critical aspects of evidence to be considered**

Assessment must confirm sufficient knowledge of working effectively with the Board of a recreation organisation or facility in the work environment

Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment

In particular, assessment must confirm the ability to

differentiate between management and governance issues

ensure the Board follows the organisation's governance policy guidelines

facilitate the establishment of an effective Board team

arrange for the Board to deal with the right matters

provide sufficient documentation for the Board to reach informed decisions

ensure that the decisions are implemented properly

communicate regularly with the Board and ensure the Chairperson is well briefed on current issues affecting the organisation

**Interdependent assessment of units**

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)



Nil

## Required knowledge and skills

### Required knowledge

Knowledge of the business and operations of the organisation as it relates to the formulation of strategic directions

Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation

Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director

Knowledge of the role policies and procedures play in the effective running of an organisation

Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO)

Knowledge of human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer Boards

### Required skills

Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines and the monitoring of trends in industry

Research skills as they relate to the monitoring of trends in industry

Verbal communication skills as they relate to the presentation of information to the Board

Written communication skills as they relate to the presentation of papers at a Board meeting

Consultation skills as they relate to the

meaningful engagement of relevant Board members in the organisation's operations

Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation

Facilitation and project management skills as they relate to the implementation of Board decisions

Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision - making and the utilisation of appropriate leadership styles

## Resource implications

Physical resources - assessment of this competency requires access to

either real or simulated organisations and their respective Board processes

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

## Consistency in performance

Due to issues such as the varied issues that are required to be discussed by a Board, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to working

effectively with the Board or management committee of a sport or recreation organisation

### Context for assessment

This unit of competency must be assessed in the context of working effectively with the Board or management committee of a sport or recreation organisation

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### KEY COMPETENCIES

| Collect, Analyse&Organise Information | Communicate Ideas&Information | Plan&Organise Activities | Work with Others&in Teams | Use Mathematical Ideas&Techniques | Solve Problems | Use Technology |
|---------------------------------------|-------------------------------|--------------------------|---------------------------|-----------------------------------|----------------|----------------|
| 3                                     | 3                             | 3                        | 3                         | 3                                 | 3              | 2              |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that

underpin  
effective  
workplace  
practices.

The three  
levels of  
performanc  
e (1, 2 and  
3) denote  
the level of  
competency  
required to  
perform the  
task:

Use routine  
approaches

Select from  
routine  
approaches

Establish  
new  
approaches

**Collecting,  
analysing  
and  
organising  
informatio  
n -**

Collecting  
information  
on the core  
business of  
the  
organisatio  
n

**Communic  
ating ideas  
and  
informatio  
n -**

Reporting  
to the  
Board on a  
task that  
was

allocated

**Planning  
and  
organising  
activities -**

Planning  
and  
organising  
regular  
Board  
meetings

**Working  
with teams  
and others**

- Working  
with memb  
ers of a  
Board of an  
organisatio  
n

**Using  
mathemati  
cal ideas  
and**

**techniques**  
- Analysing  
financial  
documents  
for the  
organisatio  
n

**Solving  
problems -**

Identifying  
the need to  
hold an  
extraordina  
ry meeting

**Using  
technology**

- Taking  
part in a  
teleconfere  
nce

Please refer  
to the

Assessment  
Guidelines  
for advice  
on how to  
use the Key  
Competenci  
es.

## Range Statement

### Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

#### RANGE STATEMENT

#### CATEGORIES

##### Board

[all categories]

refers to Boards or committees of management responsible for the governance of a recreation organisation or facility as distinct from the management operations

Board members may be paid Directors or volunteers

##### Emerging issues

[all categories]

may include but not limited to

the Corporate Law Economic Reform Bill (1998)

technology

information

##### Legislation

[all categories]

specific laws

Corporation law

the Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories

the Company Law Review Act (1998)  
the Corporate Law Economic Reform Bill  
(1998)

Associations law  
Trade Practices law  
Competition  
consumer protection  
Contract law  
Environmental law  
Taxation law  
Regulatory compliance

laws relating to people  
Industrial Relations/Workplace Relations  
Act  
Occupational Health and Safety (OH&S)  
Acts  
Employment  
Equal Opportunity and Anti - Discrimination  
Child Protection  
Volunteer Workers Insurance  
Public Liability  
Workers compensation  
business specific laws

laws relating to business  
Income Tax Act  
Payroll Acts  
Stamp duty Act  
Liquor Licensing Acts  
Landlord and Tenant  
Goods and Services Tax (GST) Act  
Copyright Act  
Trade Marks Act

**Organisation's governance policy guidelines**

business specific laws and acts

[all categories]

would include policies and processes in the areas of

role of Board

Board structure

role of individual Directors

role of Chairperson

role of Company Secretary

role of Chief Executive Officer (CEO)

Board meetings

Board meeting agenda

Board papers

Board minutes

the Board calendar

committees

delegation of authority

monitoring

strategy formulation

service/advice

contacts

Chief Executive Officer (CEO) evaluation

Director protection

Board evaluation

Director development

Director selection and induction

**Unit Sector(s)**

Not applicable.



## **SRXGRO002A Deal with conflict**

### **Modification History**

Not applicable.

### **Unit Descriptor**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the knowledge and skills required to deal effectively with conflict in the workplace.**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the knowledge and skills required to deal effectively with conflict in the workplace.**

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

### **Elements and Performance Criteria**

#### **Elements and Performance Criteria**

| Element                                           | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <b>Identify conflict situations</b>             | <ul style="list-style-type: none"><li>1.1 Identify (quickly) signs and possible causes of conflict</li><li>1.2 Determine accurately the stage of the conflict, with respect to progression and possible escalation</li><li>1.3 Take swift and tactful action to prevent escalation</li><li>1.4 Identify (quickly) situations where personal safety of clients or staff may be threatened and organise appropriate assistance (if required)</li><li>1.5 Identify factors within the individual or workplace environment which relate to the developing conflict</li></ul>                                                                                                                  |
| 2 <b>Implement conflict resolution strategies</b> | <ul style="list-style-type: none"><li>2.1 Take responsibility for resolving the conflict within scope of individual responsibility</li><li>2.2 Clarify <b>factors and issues relevant to the conflict</b></li><li>2.3 Demonstrate correct use of <b>conflict resolution techniques</b> to manage the conflict after consideration of the particular situation</li><li>2.4 Identify <b>options for resolution</b> of the conflict which allow for constructive responses to be negotiated and enable established work relationships to continue</li><li>2.5 Encourage, treat with respect, and accept (where appropriate) all points of view during negotiations and discussions</li></ul> |
| 3 <b>Use effective interpersonal skills</b>       | <ul style="list-style-type: none"><li>3.1 Demonstrate use of effective verbal and non verbal communication during negotiations (including body language, questioning, language style, active listening and reflection)</li><li>3.2 Provide assertive feedback, and receive feedback non-defensively during negotiations</li></ul>                                                                                                                                                                                                                                                                                                                                                         |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

#### Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of typical symptoms and causes of conflict in the work environment and conflict resolution techniques

Assessment of performance should be over the resolution of a minimum of three (3) different conflict situations, covering the prescribed number of categories from the Range Statements

Assessment must confirm the ability to apply this knowledge and appropriate techniques to identify sources of conflict in the workplace resolve a range of different conflict situations, using different options for resolution

use suitable communication skills to facilitate effective discussion between all parties and achieve resolution

#### Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Nil

#### Required knowledge and skills

Required knowledge

Signs and stages of conflict in the workplace

Possible causes/sources of conflict  
(ideational, status and power, goal conflict)

Functions of conflict (functional and  
dysfunctional)

Options for constructive responses to typical  
conflict situations

Required skills

Interpersonal skills

Participation in small informal work groups

Problem solving

Ability to gather, record, and convey  
information

## Resource implications

Physical resources - assessment of this unit  
of competency requires access to

real or simulated work group situations

access to information relevant to the  
workplace

Human resources - assessment of this unit of  
competency will require human resources  
consistent with those outlined in the  
Assessment Guidelines. That is, assessors (or  
persons within the assessment team) must

be competent in this unit but preferably be  
competent in the unit at the level above

be current in their knowledge and  
understanding of the industry through  
provision of evidence of professional activity  
in the relevant area

have attained the mandatory competency  
requirements for assessors under the  
Australian Quality Training Framework  
(AQTF) as specified in Standard 7.3 of the  
**Standards for Registered Training  
Organisations**

## Consistency in performance

Due to issues such as differences in conflict  
situations, this unit of competency must be

assessed over the resolution of a minimum of three (3) different conflict situations, to ensure consistency of performance over the Range Statements and contexts applicable to conflict arising in workplaces

### Context for assessment

This unit of competency must be assessed in the context of responding to a conflict issue arising during a sport or recreation activity for a group of clients. For valid and reliable assessment the clients should be real, i.e., not peers, and the sport or recreation activity should be similar to those that occur in the learners work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### KEY COMPETENCIES

| Collect, Analyse&Organise Information | Communicate Ideas&Information | Plan&Organise Activities | Work with Others&in Teams | Use Mathematical Ideas&Techniques | Solve Problems | Use Technology |
|---------------------------------------|-------------------------------|--------------------------|---------------------------|-----------------------------------|----------------|----------------|
| 2                                     | 2                             | -                        | 2                         | -                                 | 3              | -              |

These levels do not relate to the Australian

Qualifications

Framework

. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

**Collecting, analysing and organising information -**

Collecting information objectively from all stakeholders involved in a conflict situation

**Communic**

**ating ideas  
and  
informatio**

**n** - Liaising  
with all  
stakeholder  
s and  
presenting  
solution-foc  
used ideas

**Planning  
and  
organising  
activities -**

Not  
applicable

**Working  
with teams  
and others**

-

Collaborati  
vely  
working  
with people  
and  
negotiating  
and  
consulting  
for a  
resolution

**Using  
mathemati  
cal ideas  
and  
techniques**

- Not  
applicable

**Solving  
problems -**

Resolving  
conflict  
and/or  
preventing  
conflict  
from  
arising in a

workplace  
situation

### Using technology

- Not  
applicable

Please refer  
to the  
Assessment  
Guidelines  
for advice  
on how to  
use the Key  
Competenci  
es.

## Range Statement

### Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

#### RANGE STATEMENT

##### Conflict resolution techniques

#### CATEGORIES

[all categories]  
approaches to conflict resolution include  
withdrawal  
smoothing  
compromise  
forcing  
confrontation  
problem solving  
compromise  
majority vote  
arbitration



**Conflict situations**

[all categories]  
situations may include  
client complaints  
conflicts among work colleagues  
conflict between clients/participants

**Factors related to conflict**

[all categories]  
factors contributing to conflict may include  
opposing attitudes, values, beliefs  
individual versus group goals  
workload  
stress  
limited resources

**Interpersonal skills**

[all categories]  
communication  
verbal  
non-verbal  
  
questioning  
listening  
paraphrasing  
negotiating  
feedback

**Options for resolution**

[all categories]  
win - win  
win - lose  
lose - lose

**Workplace environment**

[one category]  
sectors of the sport and recreation industry  
fitness  
sport  
community recreation

outdoor recreation

## **Unit Sector(s)**

Not applicable.

## SRXHRM001B Manage volunteers

### Modification History

Not applicable.

### Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to recruit and retain volunteers.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to recruit and retain volunteers.

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

Not applicable.

### Elements and Performance Criteria Pre-Content

Not applicable.

### Elements and Performance Criteria

#### Elements and Performance Criteria

##### Element

##### Performance Criteria

- |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <b>Research and document needs for volunteer involvement</b> | 1.1 Identify requirements of the organisation's human resource plan and financial plan to ensure consistency<br><br>1.2 Assess and document benefits to the organisation and volunteers deriving from their involvement in the human resource plan                                                                                                                                                                                                                                                                                                                     |
| 2 <b>Undertake volunteer recruitment</b>                       | 2.1 Define the purpose and <b>role of volunteers</b> in an appropriate <b>position description</b><br><br>2.2 Identify and incorporate <b>volunteer rewards</b> into the recruitment program<br><br>2.3 Communicate/delegate responsibility for volunteer coordination to relevant parties in the <b>workplace environment</b><br><br>2.4 Identify <b>target areas</b> from which volunteers might be recruited<br><br>2.5 Provide opportunities for potential volunteers to experience work roles in sport and recreation <b>industry sectors</b> prior to commitment |
| 3 <b>Maximise volunteer retention</b>                          | 3.1 Ensure the human resource plan reflects the organisation's policy of developing a climate of recognition and support for volunteers<br><br>3.2 Identify and incorporate individual requirements of volunteers into work role design<br><br>3.3 Arrange suitable induction and training for volunteers on an ongoing basis to ensure work roles, <b>volunteer activities</b> , responsibilities and rights are clearly understood                                                                                                                                   |
| 4 <b>Ensure a positive experience for volunteers</b>           | 4.1 Hold Counselling and reviews of work roles regularly with volunteers and areas of concern identified for further action<br><br>4.2 Identify and incorporate <b>social and other motivations</b> of volunteers in work design programs                                                                                                                                                                                                                                                                                                                              |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

#### Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of managing volunteers in the work environment

Assessment of performance should be over a period of time covering one category from the industry sector and all other categories of all the Range Statements that are applicable in the learner's environment

Assessment must confirm the ability to apply this knowledge and appropriate techniques to

ensure the organisation's human resources plan and financial plan incorporate the requirements of the organisation's volunteers

ensure sufficient volunteers are recruited and maintained to fulfil all functions identified as a volunteer function

ensure appropriate training is provided to volunteers to maximise their contribution to the organisation

undertake periodical counselling and reviews with volunteers and incorporate identified areas of concern in future planning processes

#### Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

BSBMGT605A Provide leadership across the organisation

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment,

this unit may be assessed in conjunction with the following unit(s)

BSBHR402A Recruit and select personnel

### **Required knowledge and skills**

Required knowledge

Recruitment methods and training processes

Organisation's policy and procedures for developing job descriptions

Organisation's strategic planning processes

Work supervision

Team facilitation

Insurance and relevant policies

Organisational systems, policy and procedures for industrial awards and agreements

Equal Employment Opportunity legislation

Occupational Health and Safety legislation

Required skills

Communication - written and verbal

Team and human resource management

Counselling/mentoring

### **Resource implications**

Physical resources - Assessment of this unit of competency requires access to

A real work environment in which volunteers play a vital role

Associated resources and information relevant to the work environment

Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through

provision of evidence of professional activity in the relevant area

have attained the National Competency Standards for Assessment: BSZ 401A, BSZ 402A and BSZ 403A

### Consistency in performance

Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the learner's work environment

### Context of assessment

This unit of competency must be assessed in the context of a sport or recreation activity with the participation of volunteers. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### Key competencies

| Collect, Analyse&Organise Information | Communicate Ideas&Information | Plan&Organise Activities | Work with Others&in Teams | Use Mathematical Ideas&Techniques | Solve Problems | Use Technology |
|---------------------------------------|-------------------------------|--------------------------|---------------------------|-----------------------------------|----------------|----------------|
| 2                                     | 2                             | 2                        | 2                         | -                                 | 2              | -              |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

**Collecting, analysing and organising information -**

Collecting and evaluating information



on  
organisatio  
nal needs  
and  
matching  
volunteers  
to meet  
needs

**Communic  
ating ideas  
and  
informatio  
n -**

Communic  
ating  
information  
both shared  
and in a  
confidential  
context  
with  
colleagues  
and  
volunteers

**Planning  
and  
organising  
activities -**

Planning  
and  
organising  
the  
recruitment  
and training  
of  
volunteers

**Working  
with teams  
and others**

- Managing  
the training  
of  
volunteers  
and  
collaboratin  
g with  
others as to

progress

**Using  
mathematical ideas  
and  
techniques**

- Not  
applicable

**Solving  
problems -**  
Resolving  
difficulties  
experienced  
by  
volunteers

**Using  
technology**  
- Not  
applicable

Please refer  
to the  
Assessment  
Guidelines  
for advice  
on how to  
use the Key  
Competencies.

## Range Statement

### RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

### RANGE STATEMENT

**Industry sector**

### CATEGORIES

[one category]

sport

**Position description**

fitness  
outdoor recreation  
community recreation

[all categories]  
elements, including  
required knowledge  
skills and attributes  
responsibilities  
accountability  
commitment  
rewards  
reimbursement of costs  
uniform

**Relevant legislation and industry codes**

[all categories]  
may include but are not limited to  
Occupational Health and Safety  
consumer affairs  
equal opportunity  
company code  
organisation articles of association  
professional association regulations  
codes and guidelines

**Role of volunteers**

[all categories]  
identify roles, including  
coach  
fundraiser  
instructor  
judge  
umpire  
referee  
administrator  
organiser  
leader

catering  
team support  
management of events  
projects  
finance  
administration of facilities  
administration of equipment/uniforms  
assist with marketing/promotions  
technical assistance  
maintenance  
run events  
supervision of children  
activity leaders  
transport

**Social and other motivations**

[all categories]  
factors impacting on motivation, including:  
socialisation  
enjoyment  
loyalty  
desire to do something different  
support of family members and/or friends  
meet new people  
break from routine  
sense of involvement  
learn new skills  
increased self esteem  
pathway to employment  
travel  
acknowledgment  
status

**Target areas**

[all categories]  
may include but are not limited to  
past and present membership

|                             |                                         |
|-----------------------------|-----------------------------------------|
|                             | family                                  |
|                             | friends                                 |
|                             | local community and community groups    |
|                             | volunteer agencies                      |
|                             | unemployed people                       |
|                             | service organisations                   |
| <b>Volunteer activities</b> | [all categories]                        |
|                             | types, including                        |
|                             | events                                  |
|                             | fixtures                                |
|                             | supporting                              |
|                             | classes                                 |
|                             | training                                |
|                             | administration                          |
|                             | controlling                             |
|                             | coaching                                |
|                             | officiating                             |
|                             | safety                                  |
|                             | mentoring                               |
| <b>Volunteer rewards</b>    | [all categories]                        |
|                             | outcomes in terms of rewards, including |
|                             | free admittance to                      |
|                             | games/competitions/events               |
|                             | free/discounted merchandise             |
|                             | meet new people                         |
|                             | break from routine                      |
|                             | sense of involvement                    |
|                             | learn new skills                        |
|                             | increased self esteem                   |
|                             | pathway to employment                   |
| <b>Work environment</b>     | [all categories]                        |
|                             | varies with respect to                  |
|                             | size of organisation                    |

type of organisation

location

complexity

product/service range

## Unit Sector(s)

Not applicable.

# TAAASS401A Plan and organise assessment

## Modification History

Not applicable.

## Unit Descriptor

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system.

### Competency Field

Assessment

### Application of the Unit

This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It is applicable in both a learning and assessment pathway and an assessment only pathway.

The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.

This competence applies to planning and organising an assessment process which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency in a process that includes a number of assessment events or activities over time.

The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.

This competence may be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s against individual unit/s of competency.

The competence of developing an assessment strategy is separately addressed in two other units of the TAA04 Training and Assessment Training Package: **TAADES501A Design and develop learning strategies** (in a learning and assessment pathway) and **TAAASS501A Lead and co-ordinate assessment systems and services** (in an assessment only pathway).

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). **TAADES401A Use Training Packages to meet client needs** addresses this skill in depth.

The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment.

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system.

## Competency Field

Assessment

## Application of the Unit

This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It is applicable in both a learning and assessment pathway and an assessment only pathway.

The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.

This competence applies to planning and organising an assessment process which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency in a process that includes a number of assessment events or activities over time.

The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.

This competence may be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s against individual unit/s of competency.

The competence of developing an assessment strategy is separately addressed in two other units of the TAA04 Training and Assessment Training Package: **TAADES501A Design and develop learning strategies** (in a learning and assessment pathway) and **TAAASS501A Lead and co-ordinate assessment systems and services** (in an assessment only pathway).

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). **TAADES401A Use Training Packages to meet client needs** addresses this skill in depth.

The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment.

## Application of the Unit

Not applicable.

## Licensing/Regulatory Information

Not applicable.



## Pre-Requisites

Not applicable.

## Employability Skills Information

Not applicable.

## Elements and Performance Criteria Pre-Content

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                         | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Determine focus of assessment | <ul style="list-style-type: none"><li>1.1 Candidate/s are identified/confirmed and the purpose/s and context of assessment are established/ confirmed with relevant people in accordance with legal/organisational/ethical requirements</li><li>1.2 The assessment strategy is accessed and used to guide the development of the assessment plan, where applicable</li><li>1.3 The benchmarks for assessment are identified/confirmed and accessed</li></ul>                                                                                                                                                                                                                           |
| 2 Prepare the assessment plan   | <ul style="list-style-type: none"><li>2.1 The assessment benchmarks are interpreted to determine the evidence and types of evidence needed to demonstrate competency in accordance with the rules of evidence</li><li>2.2 Where competency standards are used as benchmarks, all component parts of the competency standards, are addressed in defining and documenting the evidence to be collected</li><li>2.3 Any related documentation to support planning the assessment process is accessed and interpreted</li><li>2.4 Assessment methods and assessment tools are selected/confirmed which address the evidence to be collected in accordance with the principles of</li></ul> |

- assessment
- 2.5 Specific material and physical resources required to collect evidence are identified and documented
  - 2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented
  - 2.7 Timelines and time periods for evidence collection are determined and all information to be included in the assessment plan is documented
  - 2.8 The assessment plan is confirmed with relevant personnel
- 3 Contextualise and review assessment plan
- 3.1 Characteristics of the candidate/s and any allowances for reasonable adjustments and/or specific needs are identified/clarified with relevant people and documented
  - 3.2 Where required, competency standards are contextualised, to reflect the operating environment in which assessment will occur, in accordance with contextualisation guidelines
  - 3.3 Selected assessment methods and assessment tools are examined and adjusted, where required, to ensure continuing applicability taking into account:
    - any contextualisation of competency standards, -
    - reasonable adjustment/s, where identified, -
    - integration of assessment activities, where appropriate and practical, -
    - capacity to support application for recognition of current competence
  - 3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed
  - 3.5 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment
  - 3.6 Assessment plan/s are stored and retrieved in accordance with assessment system policies and procedures and legal/organisational/ethical requirements

- |   |                                  |     |                                                                                                                                                                                |
|---|----------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Organise assessment arrangements | 4.1 | Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements |
|   |                                  | 4.2 | Any specialist support required for assessment is organised and arranged in accordance with organisational/ethical/legal requirements, where required                          |
|   |                                  | 4.3 | Roles and responsibilities of all people involved in the assessment process are organised                                                                                      |
|   |                                  | 4.4 | Effective communication strategies are established to encourage regular communication flow and feedback with relevant people involved in the assessment process                |
|   |                                  | 4.5 | Assessment record keeping and reporting arrangements are confirmed                                                                                                             |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

### Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements.

## **Evidence Requirements**

### **Required knowledge includes:**

competency-based assessment: work focused, criterion referenced, standards-based, evidence-based

the different purposes of assessment and different assessment contexts

how to read and interpret the identified competency standards as the benchmarks for assessment

how to contextualise competency standards within relevant guidelines

the four principles of assessment and how they guide the assessment process

what is evidence and different types of evidence

the four rules of evidence and how they guide evidence collection

different types of assessment methods, including suitability for collecting various types of evidence

assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities

different resource requirements for assessment and associated costs

where to source other relevant assessment information and how to incorporate this into the plan

the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards

sources and types of specialist support to candidates

methodologies suitable for reviewing assessment tools

the assessment system policies and procedures established by the industry and/or organisation

risks and requirements associated with different assessment applications in various contexts, including:

capacities of assessors at higher AQF levels

when linked to licensing

legal implications of assessing competence

the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards

other relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

- copyright and privacy laws in terms of electronic technology
- security of information
- plagiarism
- licensing requirements
- anti-discrimination including equal opportunity, racial vilification and disability - discrimination
- workplace relations
- industrial awards/enterprise agreements

OHS responsibilities associated with planning and organising assessment, such as:

- hazards commonly found, and preferred risk controls for the specific assessment environment
- OHS procedures to be observed in the assessment process
- safe use and maintenance of relevant equipment
- sources of OHS information

**Required skills and attributes include:**

cognitive interpretation skills to:

- accurately interpret competency standards and other assessment documentation
- identify opportunities for integrated competency assessment
- contextualise competency standards to the operating assessment environment
- sort information

observation skills to:

- assess the effectiveness of the organisation's assessment operations
- identify where improvement to the assessment process can be made

technology skills to:

- use appropriate equipment and software to communicate effectively with others

research and evaluation skills to:

- obtain competency standards and other assessment information, assessment tools and other relevant --assessment resources
- research candidate characteristics and any reasonable adjustment needs
- identify and confirm required material and physical resources
- evaluate feedback, and determine and implement improvements to processes
- make recommendations

planning skills relating to formulation of the assessment plan

organisational skills relating to organising resources required

literacy skills to:

- read and interpret relevant information to design and facilitate assessment and recognition processes
- prepare required documentation and information for those involved in assessment processes

communication skills to:

- discuss assessment processes with clients and assessors
- establish professional relationships and networks

sensitivity to access and equity considerations and candidate diversity

capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an -assessment process

**Products that could be used as evidence include:**

assessment plans

modified/adjusted assessment tools to allow for specific needs

contextualised competency standards

documentation of consultations with clients and other stakeholders regarding the assessment purpose and context

**Processes that could be used as evidence include:**

how competency standards and other documents were interpreted

how assessment activities were scheduled

how resources were identified and obtained

how communication systems were used to include relevant stakeholders in the planning process

how assistance was sought from individuals providing specialist support

**Resource implications for assessment include:**

access to relevant Training Package/s

access to assessment materials and tools

access to other relevant assessment information

access to suitable assessment venue/equipment

workplace documentation

cost/time considerations

personnel requirements

**The collection of quality evidence requires that:**

assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

**Specific evidence requirements must include:**

evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:

- address the provision of documented assessment plans
- cover a range of assessment events
- cater for a number of candidates
- relate to different competency standards or accredited curricula
- address recognition assessment
- involve the contextualisation of competency standards and the selected assessment tools, where required
- incorporate consideration of reasonable adjustment strategies
- include organisational arrangements

**Integrated assessment means that:**

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:

TAAASS402A Assess competence

TAAASS403A Develop assessment tools

TAAASS404A Participate in assessment validation

TAADES401A Use Training Packages to meet client needs.

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

## Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements.

## Evidence Requirements

### Required knowledge includes:

competency-based assessment: work focused, criterion referenced, standards-based, evidence-based

the different purposes of assessment and different assessment contexts

how to read and interpret the identified competency standards as the benchmarks for assessment

how to contextualise competency standards within relevant guidelines

the four principles of assessment and how they guide the assessment process

what is evidence and different types of evidence

the four rules of evidence and how they guide evidence collection

different types of assessment methods, including suitability for collecting various types of evidence

assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities

different resource requirements for assessment and associated costs

where to source other relevant assessment information and how to incorporate this into the plan

the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards

sources and types of specialist support to candidates

methodologies suitable for reviewing assessment tools

the assessment system policies and procedures established by the industry and/or organisation

risks and requirements associated with different assessment applications in various contexts, including:

capacities of assessors at higher AQF levels

when linked to licensing

legal implications of assessing competence



the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards

other relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

- copyright and privacy laws in terms of electronic technology
- security of information
- plagiarism
- licensing requirements
- anti-discrimination including equal opportunity, racial vilification and disability - discrimination
- workplace relations
- industrial awards/enterprise agreements

OHS responsibilities associated with planning and organising assessment, such as:

- hazards commonly found, and preferred risk controls for the specific assessment environment
- OHS procedures to be observed in the assessment process
- safe use and maintenance of relevant equipment
- sources of OHS information

**Required skills and attributes include:**

cognitive interpretation skills to:

- accurately interpret competency standards and other assessment documentation
- identify opportunities for integrated competency assessment
- contextualise competency standards to the operating assessment environment
- sort information

observation skills to:

- assess the effectiveness of the organisation's assessment operations
- identify where improvement to the assessment process can be made

technology skills to:

- use appropriate equipment and software to communicate effectively with others

research and evaluation skills to:

- obtain competency standards and other assessment information, assessment tools and other relevant --assessment resources
- research candidate characteristics and any reasonable adjustment needs
- identify and confirm required material and physical resources
- evaluate feedback, and determine and implement improvements to processes

- make recommendations

planning skills relating to formulation of the assessment plan

organisational skills relating to organising resources required

literacy skills to:

- read and interpret relevant information to design and facilitate assessment and recognition processes

- prepare required documentation and information for those involved in assessment processes

communication skills to:

- discuss assessment processes with clients and assessors

- establish professional relationships and networks

sensitivity to access and equity considerations and candidate diversity

capacity to promote and implement equity, fairness, validity, reliability and flexibility in

planning an -assessment process

**Products that could be used as evidence include:**

assessment plans

modified/adjusted assessment tools to allow for specific needs

contextualised competency standards

documentation of consultations with clients and other stakeholders regarding the assessment purpose and context

**Processes that could be used as evidence include:**

how competency standards and other documents were interpreted

how assessment activities were scheduled

how resources were identified and obtained

how communication systems were used to include relevant stakeholders in the planning process

how assistance was sought from individuals providing specialist support

**Resource implications for assessment include:**

access to relevant Training Package/s

access to assessment materials and tools

access to other relevant assessment information

access to suitable assessment venue/equipment

workplace documentation

cost/time considerations

personnel requirements

**The collection of quality evidence requires that:**

assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

**Specific evidence requirements must include:**

evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:

- address the provision of documented assessment plans
- cover a range of assessment events
- cater for a number of candidates
- relate to different competency standards or accredited curricula
- address recognition assessment
- involve the contextualisation of competency standards and the selected assessment tools, where required
- incorporate consideration of reasonable adjustment strategies
- include organisational arrangements

**Integrated assessment means that:**

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:

TAAASS402A Assess competence

TAAASS403A Develop assessment tools

TAAASS404A Participate in assessment validation

TAADES401A Use Training Packages to meet client needs.

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

### **Purpose/s of assessment may include:**

- recognise current existing competence of candidate/s
- determine if competence has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of candidates/s
- certify competence through a Statement of Attainment
- establish progress towards a qualification
- determine training gaps of candidate/s
- measure work performance
- classify employees/support career progression
- meet organisational requirements for work - operate equipment/develop new skills
- licensing or regulatory requirements

### **Context of assessment may include:**

- the environment in which the assessment will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- who carries out the assessment
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities
- auspicing and partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment

### **Relevant people must include:**

- the candidate/s
- the assessor/s responsible for conducting the assessment/s, which may be self or other assessors

### **Relevant people may include:**

- the client, company or organisation

team leaders, managers, supervisors  
delivery personnel  
technical/subject experts  
training and assessment coordinators  
industry regulators  
employee and employer representatives  
members of professional associations  
Commonwealth department official/Centrelink  
personnel/caseworker  
New Apprenticeship Centre (NAC) personnel

**Legal/organisational/ethical requirements may include:**

assessment system policies and procedures  
assessment strategy requirement  
reporting, recording and retrieval systems for assessment  
quality assurance systems  
business and performance plans  
access and equity policies and procedures  
collaborative/partnership arrangements  
defined resource parameters  
mutual recognition arrangements  
industrial relations systems and processes, awards/enterprise agreements  
Australian Quality Training Framework (AQTF) standards on assessment  
registration scope  
human resources policies/procedures  
legal requirements including anti-discrimination, equal employment, job  
role/responsibilities/conditions  
relevant industry codes of practice  
confidentiality and privacy requirements  
OHS considerations, including:  
ensuring OHS requirements are adhered to during the assessment process  
identifying and reporting OHS hazards and concerns to relevant personnel

**The assessment strategy is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document.**

**The assessment strategy may encompass:**

the identification of the competency standards forming the qualification and interpretation of the packaging rules of the qualification, where part of a Training Package interpretation of the competency standards as the benchmarks for assessment application of Training Package Assessment Guidelines, where part of a Training Package arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence determination of assessment methods for identified competency standards selection of assessment tools for identified competency standards organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant)

- nominated quality assurance mechanisms
- identified risk management strategies

**Benchmark/s for assessment refers to:**

the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

**Evidence is:**

material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

**Types of evidence may include:**

direct, e.g. observation of work activities under real/simulated work conditions, examples of work products

indirect, e.g. third party reports from a range of sources

supplementary, e.g. question and answer, work records, training records, portfolios

candidate gathered evidence

assessor gathered evidence

current/recent/historical

combination of above

**The rules of evidence guide the evidence collection process to ensure evidence is:**

valid, for example:

- address the elements and Performance Criteria
- reflect the skills and knowledge described in the relevant unit/s of competency
- show application in the context described in the Range Statement
- demonstrate performance skills and knowledge are applied in real/simulated workplace situations

current, for example:

- demonstrate the candidate's current skills and knowledge
- comply with current standards

sufficient, for example:

- demonstrate competence over a period of time
- demonstrate repeatable competence
- not inflate the language, literacy and numeracy requirements beyond those required in performing the work task

authentic, for example:

- be the work of the candidate
- be corroborated/verified

**All component parts of the competency standards refers to:**

Elements

Performance Criteria

Range Statement including advice on :

- range of contexts/conditions to be met in assessment
- aspects of the Performance Criteria that can be contextualised
- information which adds definition to support assessment
- links to knowledge and skills
- underpinning language, literacy and numeracy requirements

Evidence Guide requirements, including:

- underpinning/required knowledge
- underpinning/required skills and attributes
- underpinning language, literacy and numeracy requirements
- Key Competencies/generic skills
- critical aspects of evidence to be considered/quality evidence requirements
- concurrent assessment and interdependence of units
- assessment methods/resources/context

dimensions of competency, which include:

- task skills
- task management skills
- contingency management skills
- job role/environment skills

**Related documentation may include:**

requirements set out in the Assessment Guidelines of the relevant Training Package/s

information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods

assessment activities identified in accredited modules derived from the relevant competency standards

assessment activities in Support Materials related to the relevant competency standards

any requirements of OHS, legislation, codes of practice, standards and guidelines

indicators and levels of competence of the National Reporting System

organisational requirements for demonstration of work performance

product specifications

**Assessment methods are the particular techniques used to gather different types of evidence and may include:**

direct observation, for example:

- real work/real time activities at the workplace
- work activities in a simulated workplace environment

structured assessment activities, for example:

- simulation exercises/role-plays
- projects
- assignments
- presentations
- activity sheets

questioning, for example:

- written questions, e.g. on a computer
- interviews
- self-assessment
- verbal questioning questionnaires
- oral/written examinations (for higher AQF levels)

portfolios, for example:

- collections of work samples by the candidate
- product with supporting documentation
- historical evidence
- journal/log book
- information about life experience

review of products, for example:

- products as a result of a project
- work samples/products



third party feedback, for example:

- testimonials/reports from employers/supervisors
- evidence of training
- authenticated prior achievements
- interview with employer, supervisor, peers

**Assessment tools contain:**

the instruments developed from the selected assessment methods to be used for gathering evidence such as:

- a profile of acceptable performance measures
- templates/proformas
- specific questions or activities
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

**Selected/confirmed means:**

selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context

confirmed in accordance with the assessment strategy, where appropriate

**Principles of assessment are:**

validity

reliability

flexibility

fairness

**Material and physical resources may include:**

documents required for the assessors and candidates, including competency standards and assessment tools

plant and equipment

technology

personal protective equipment

venues for assessment

adaptive technologies

physical adjustments to assessment environment

**Assessment plan is the overall planning document for the assessment process and may include:**

- the purpose and aims of the assessment
- the context of assessment
- relevant competency standards to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

**Relevant personnel may include:**

- self in such contexts as one-person/small training and/or assessment organisation
- lead assessor
- training and/or assessment supervisor/coordinator
- training and/or assessment manager

**Characteristics of the candidate/s may include:**

- level of work experience
- level and experiences of previous learning and assessment
- motivation for assessment - personal/organisational
- English language, literacy and/or numeracy levels/needs
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
- differences in learning progress
- psychiatric or psychological disability
- religious and spiritual observances

cultural background images/perceptions

age

gender

**Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:**

adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements

provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance

use of adaptive technology or special equipment

flexible assessment sessions to allow for fatigue or administering of medication

format of assessment materials, for example, in braille, first language, use of audiotape/videotape

adjustments to the physical environment or venue

revising proposed assessment methods/tools

considerations relating to age and/or gender,

considerations relating to cultural beliefs, traditional practices, religious observances

**Contextualised means:**

to change the wording of some component parts of the competency standard to reflect the immediate operating environment

**Contextualisation guidelines relate to:**

ANTA Guidelines on Training Package Contextualisation

relevant Training Package contextualisation guidelines

**Recognition of current competence is defined as:**

the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

**Assessment system policies and procedures may include:**

candidate selection

rational and purpose of competency-based assessment

assessment records/data management/information management

recognition of current competency/recognition of prior learning/credit arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation  
evaluation/internal audit  
costs/resourcing  
access and equity/reasonable adjustment  
partnership arrangements  
links with human resource or industrial relations systems  
links with overall quality management system

**Specialist support may include:**

assistance by third party - carer, interpreter  
development of online assessment activities  
support for remote or isolated candidates and/or assessors  
support from subject matter or safety experts  
advice from regulatory authorities  
assessment teams/panels  
support from lead assessors  
advice from policy development experts

**Communication strategies may include:**

interviews (face-to-face or telephone)  
email, memos and correspondence  
meetings  
video conferencing/e-based learning  
focus groups

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

**Purpose/s of assessment may include:**

recognise current existing competence of candidate/s  
determine if competence has been achieved following learning  
establish candidate/s progress towards achievement of competence  
determine language, literacy, numeracy needs of candidates/s  
certify competence through a Statement of Attainment  
establish progress towards a qualification  
determine training gaps of candidate/s

measure work performance

classify employees/support career progression

meet organisational requirements for work - operate equipment/develop new skills

licensing or regulatory requirements

**Context of assessment may include:**

the environment in which the assessment will be carried out, including real work/simulation

opportunities for collecting evidence in a number of situations

who carries out the assessment

relationships between competency standards and work activities in the candidate's workplace

relationships between competency standards and learning activities

auspicing and partnership arrangements

the period of time during which the assessment takes place

apportionment of costs/fees, if applicable

quality assurance mechanisms

individual unit or integrated approaches to competency assessment

**Relevant people must include:**

the candidate/s

the assessor/s responsible for conducting the assessment/s, which may be self or other assessors

**Relevant people may include:**

the client, company or organisation

team leaders, managers, supervisors

delivery personnel

technical/subject experts

training and assessment coordinators

industry regulators

employee and employer representatives

members of professional associations  
Commonwealth department official/Centrelink  
personnel/caseworker

New Apprenticeship Centre (NAC) personnel

**Legal/organisational/ethical requirements may include:**

assessment system policies and procedures

assessment strategy requirement

reporting, recording and retrieval systems for assessment

quality assurance systems  
business and performance plans  
access and equity policies and procedures  
collaborative/partnership arrangements  
defined resource parameters  
mutual recognition arrangements  
industrial relations systems and processes, awards/enterprise agreements  
Australian Quality Training Framework (AQTF) standards on assessment  
registration scope  
human resources policies/procedures  
legal requirements including anti-discrimination, equal employment, job  
role/responsibilities/conditions  
relevant industry codes of practice  
confidentiality and privacy requirements  
OHS considerations, including:  
ensuring OHS requirements are adhered to during the assessment process  
identifying and reporting OHS hazards and concerns to relevant personnel

**The assessment strategy is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document.**

**The assessment strategy may encompass:**

the identification of the competency standards forming the qualification and  
interpretation of the packaging rules of the qualification, where part of a Training Package  
interpretation of the competency standards as the benchmarks for assessment  
application of Training Package Assessment Guidelines, where part of a Training Package  
arrangements for recognition of existing competence (RCC/RPL), including provision of  
guidance and assistance to candidates in gathering and evaluating evidence  
determination of assessment methods for identified competency standards  
selection of assessment tools for identified competency standards  
organisational arrangements for assessment, including physical and human resources, roles  
and responsibilities and partnership arrangements (where relevant)  
nominated quality assurance mechanisms  
identified risk management strategies

**Benchmark/s for assessment refers to:**

the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

**Evidence is:**

material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

**Types of evidence may include:**

direct, e.g. observation of work activities under real/simulated work conditions, examples of work products

indirect, e.g. third party reports from a range of sources

supplementary, e.g. question and answer, work records, training records, portfolios

candidate gathered evidence

assessor gathered evidence

current/recent/historical

combination of above

**The rules of evidence guide the evidence collection process to ensure evidence is:**

valid, for example:

- address the elements and Performance Criteria
- reflect the skills and knowledge described in the relevant unit/s of competency
- show application in the context described in the Range Statement
- demonstrate performance skills and knowledge are applied in real/simulated workplace situations

current, for example:

- demonstrate the candidate's current skills and knowledge
- comply with current standards

sufficient, for example:

- demonstrate competence over a period of time
- demonstrate repeatable competence
- not inflate the language, literacy and numeracy requirements beyond those required in performing the work task

authentic, for example:

- be the work of the candidate
- be corroborated/verified

**All component parts of the competency standards refers to:**

Elements

Performance Criteria

Range Statement including advice on :

- range of contexts/conditions to be met in assessment
- aspects of the Performance Criteria that can be contextualised
- information which adds definition to support assessment
- links to knowledge and skills
- underpinning language, literacy and numeracy requirements

Evidence Guide requirements, including:

- underpinning/required knowledge
- underpinning/required skills and attributes
- underpinning language, literacy and numeracy requirements
- Key Competencies/generic skills
- critical aspects of evidence to be considered/quality evidence requirements
- concurrent assessment and interdependence of units
- assessment methods/resources/context

dimensions of competency, which include:

- task skills
- task management skills
- contingency management skills
- job role/environment skills

**Related documentation may include:**

requirements set out in the Assessment Guidelines of the relevant Training Package/s

information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods

assessment activities identified in accredited modules derived from the relevant competency standards

assessment activities in Support Materials related to the relevant competency standards

any requirements of OHS, legislation, codes of practice, standards and guidelines

indicators and levels of competence of the National Reporting System

organisational requirements for demonstration of work performance

product specifications

**Assessment methods are the particular techniques used to gather different types of evidence and may include:**

direct observation, for example:

- real work/real time activities at the workplace
- work activities in a simulated workplace environment



structured assessment activities, for example:

- simulation exercises/role-plays
- projects
- assignments
- presentations
- activity sheets

questioning, for example:

- written questions, e.g. on a computer
- interviews
- self-assessment
- verbal questioning questionnaires
- oral/written examinations (for higher AQF levels)

portfolios, for example:

- collections of work samples by the candidate
- product with supporting documentation
- historical evidence
- journal/log book
- information about life experience

review of products, for example:

- products as a result of a project
- work samples/products

third party feedback, for example:

- testimonials/reports from employers/supervisors
- evidence of training
- authenticated prior achievements
- interview with employer, supervisor, peers

**Assessment tools contain:**

the instruments developed from the selected assessment methods to be used for gathering evidence such as:

- a profile of acceptable performance measures
- templates/proformas
- specific questions or activities
- evidence/observation checklists
- checklists for the evaluation of work samples

- candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

**Selected/confirmed means:**

selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context

confirmed in accordance with the assessment strategy, where appropriate

**Principles of assessment are:**

validity

reliability

flexibility

fairness

**Material and physical resources may include:**

documents required for the assessors and candidates, including competency standards and assessment tools

plant and equipment

technology

personal protective equipment

venues for assessment

adaptive technologies

physical adjustments to assessment environment

**Assessment plan is the overall planning document for the assessment process and may include:**

the purpose and aims of the assessment

the context of assessment

relevant competency standards to be used as the benchmarks for assessment

other assessment information/documentation identified as relevant

identified personnel

identified assessment methods and assessment tools

possibilities for clustering units of competency for assessment purposes

identified OHS hazards, including assessed risks and control strategies

material and/or physical resources required

organisational arrangements for conducting assessment

OHS reporting requirements

any special assessment needs, e.g. personal protective equipment requirements

outline of assessment milestones, time lines and target dates

candidate self-assessment procedures

connections to relevant organisational plans, policies and procedures

**Relevant personnel may include:**

self in such contexts as one-person/small training and/or assessment organisation

lead assessor

training and/or assessment supervisor/coordinator

training and/or assessment manager

**Characteristics of the candidate/s may include:**

level of work experience

level and experiences of previous learning and assessment

motivation for assessment - personal/organisational

English language, literacy and/or numeracy levels/needs

physical impairment or disability involving hearing, vision, voice, mobility

intellectual impairment or disability

medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment

differences in learning progress

psychiatric or psychological disability

religious and spiritual observances

cultural background images/perceptions

age

gender

**Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:**

adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements

provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance

use of adaptive technology or special equipment

flexible assessment sessions to allow for fatigue or administering of medication

format of assessment materials, for example, in braille, first language, use of audiotape/videotape

adjustments to the physical environment or venue

revising proposed assessment methods/tools

considerations relating to age and/or gender,

considerations relating to cultural beliefs, traditional practices, religious observances

**Contextualised means:**

to change the wording of some component parts of the competency standard to reflect the immediate operating environment

**Contextualisation guidelines relate to:**

ANTA Guidelines on Training Package Contextualisation

relevant Training Package contextualisation guidelines

**Recognition of current competence is defined as:**

the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

**Assessment system policies and procedures may include:**

candidate selection

rational and purpose of competency-based assessment

assessment records/data management/information management

recognition of current competency/recognition of prior learning/credit arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation

evaluation/internal audit

costs/resourcing

access and equity/reasonable adjustment

partnership arrangements

links with human resource or industrial relations systems

links with overall quality management system

**Specialist support may include:**

assistance by third party - carer, interpreter

development of online assessment activities

support for remote or isolated candidates and/or assessors

support from subject matter or safety experts

advice from regulatory authorities

assessment teams/panels

support from lead assessors

advice from policy development experts

**Communication strategies may include:**

interviews (face-to-face or telephone)

email, memos and correspondence

meetings

video conferencing/e-based learning

focus groups

**Unit Sector(s)**

Not applicable.

## TAAASS402A Assess competence

### Modification History

Not applicable.

### Unit Descriptor

This unit specifies the competence required to assess the competence of a candidate.

#### Competency Field

Assessment

#### Application of the Unit

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment carried out in an assessment and learning pathway as well as assessment conducted in an assessment only pathway.

The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). **TAADES401A Use Training Packages to meet client needs** addresses this skill in depth.

This unit does not address the development of an assessment plan or organisation of required resources for assessment, which is addressed in **TAAASS401A Plan and organise assessment**.

The competence specified in this unit is typically required by assessors.

This unit specifies the competence required to assess the competence of a candidate.

#### Competency Field

Assessment

#### Application of the Unit

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment carried out in an assessment and learning pathway as well as assessment conducted in an assessment only pathway.

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The competence specified in this unit is typically required by assessors.

## Application of the Unit

Not applicable.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

Not applicable.

## Elements and Performance Criteria Pre-Content

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                             | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Establish and maintain the assessment environment | <p>1.1 The assessment plan is interpreted and assessment system policies and procedures and organisational/legal/ethical requirements for conducting assessment are confirmed with relevant people</p> <p>1.2 The relevant benchmarks for assessment and nominated assessment tools are accessed and interpreted to confirm the evidence to be collected and how it is to be collected</p> |

- 1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, reasonable adjustment, reassessment and appeals
    - 1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant
- 2 Gather quality evidence
  - 2.1 The assessment plan is followed to guide the conduct of assessment and assessment methods and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence
  - 2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence
  - 2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel
  - 2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required
  - 2.5 Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed
- 3 Support the candidate
  - 3.1 Candidates are guided in gathering their own evidence to support recognition of current competence
  - 3.2 Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enables twoway feedback
  - 3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics
  - 3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence



- 3.5 Specialist support is accessed, where required, in accordance with the assessment plan
  - 3.6 Any occupational health and safety (OHS), risk to person or equipment is addressed immediately
- 4 Make the assessment decision
  - 4.1 Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people
  - 4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which: encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment), addresses other related documentation, complies with the rules of evidence
  - 4.3 Judgement is used to infer whether competence has been demonstrated, based on the available evidence
  - 4.4 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision
  - 4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required
- 5 Record and report the assessment decision
  - 5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
  - 5.2 An assessment report is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
  - 5.3 Recommendations for follow up action are submitted to relevant people, where required
  - 5.4 Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions

- |   |                               |     |                                                                                                                                                           |
|---|-------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | Review the assessment process | 6.1 | The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice                 |
|   |                               | 6.2 | The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/legal/ethical requirements |
|   |                               | 6.3 | Reflection skills are used to review and self-evaluate assessment practice                                                                                |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

### Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate's needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

### Evidence Requirements

#### Required knowledge includes:

competency-based assessment covering:

- vocational education and training as a competency-based system
- assessment is criterion referenced/distinction to norm referenced assessment

- criterion used in national VET is endorsed or accredited competency - standards defining specifications for performance of work/work functions and - skills/knowledge

- reporting of competency-based assessment

- competency standards as the basis of qualifications

- the principles of competency-based assessment

- the structure and application of competency standards

what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)

what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)

the range of assessment purposes and assessment contexts

different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs

what are reasonable adjustments/when are they applicable/not applicable

basic evaluation methodologies suitable for reviewing personal assessment practice

types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence

practical knowledge of the potential barriers and processes relating to assessment tools and methods

the assessment system and assessment policies and procedures established by the industry, organisation or training authority

cultural sensitivity and equity considerations

relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

- copyright and privacy laws in terms of electronic technology

- security of information

- plagiarism

- Training Packages/competency standards

- licensing requirements

- industry/workplace requirements

- duty of care under common law

- recording information and confidentiality requirements

- anti-discrimination including equal opportunity, racial vilification and disability - discrimination

- workplace relations

- industrial awards/enterprise agreements

OHS responsibilities associated with assessing competence such as:

- requirements for reporting hazards and incidents
- emergency procedures and procedures for use of relevant personal protective equipment
- safe use and maintenance of relevant equipment
- sources of OHS information

**Required skills and attributes include:**

analysis and interpretation skills to:

- unpack competency standards
- interpret assessment tools and other assessment information
- identify candidate needs
- make judgements based on assessing available evidence

observation skills to:

- determine candidate readiness for assessment
- observe candidate performance
- identify when candidate may need assistance throughout the assessment processes

research and evaluation skills to:

- access required human and material resources for assessment
- access assessment system policies and procedures
- evaluate evidence
- evaluate the assessment process

cognitive skills to:

- weigh up the evidence and make a judgement
- consider and recommend reasonable adjustments

decision making skills to:

- make a decision on a candidate's competence

literacy skills to:

- read and interpret relevant information to conduct assessment
- prepare required documentation and records/reports of assessment outcomes in required format

communications/interpersonal skills to:

- explain the assessment process to the candidate
- give clear and precise instructions
- ask effective questions
- provide clarification
- discuss process with other relevant people

- give appropriate feedback to the candidate
- discuss assessment outcome with the candidate
- using language appropriate to the candidate and assessment environment
- establish a working relationship with the candidate

attributes including:

- a willingness to guide and support candidates
- capacity to encourage, accept and utilise feedback
- sensitivity to individual difference and need
- ethical conduct in assessment

**Products that could be used as evidence include:**

completed assessment tools/templates/checklists

documentation of evidence collected and assessment decisions

feedback from candidate/assessor/supervisor

feedback to candidate with recommendations for future options

completed assessment records/reports

reviews of assessment practices and recommended changes to future practices

**Processes that could be used as evidence include:**

how competency standards and other documents were interpreted

how assessment activities were scheduled

how the assessment plan was modified to meet candidate needs

how evidence was collated and evaluated against the rules of evidence

**Resources implications for assessment include:**

access to candidates to be assessed

access to competency standards

access to assessment materials and tools

access to suitable assessment venue/equipment

workplace documentation

access to documentation/records of candidate to determine specific requirements

cost/time considerations

personnel requirements

**The collection of quality evidence requires that:**

assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

**Specific evidence requirements must include:**

carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan

at least one candidate must be assessed through an assessment only pathway

at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach

all must show:

- the application of different assessment methods and tools involving a range of assessment activities and events
- demonstration of two-way communication and feedback
- how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported
- completion of assessment records/reports in accordance with assessment system - legal/organisational ethical requirements
- how the assessment process was reviewed and the review outcomes documented

**Integrated assessment means that:**

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:

- TAAASS401A Plan and organise assessment
- TAAASS403A Develop assessment tools
- TAAASS404A Participate in assessment validation
- TAADES401A Use Training Packages to meet client needs.

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

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#### **Required knowledge includes:**

competency-based assessment covering:

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different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs

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basic evaluation methodologies suitable for reviewing personal assessment practice

types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence

practical knowledge of the potential barriers and processes relating to assessment tools and methods

the assessment system and assessment policies and procedures established by the industry, organisation or training authority

cultural sensitivity and equity considerations

relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

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attributes including:

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personnel requirements

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assessment meets the rules of evidence

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- TAAASS403A Develop assessment tools
- TAAASS404A Participate in assessment validation
- TAADES401A Use Training Packages to meet client needs.

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

**An assessment plan is the overall planning document for the assessment process and may include:**

the purpose and aims of the assessment

the context of assessment

identified personnel

relevant competency standards and other assessment documentation

evidence plan

identified assessment methods and assessment tools

possibilities for clustering units of competency for assessment purposes

identified OHS hazards, including assessed risks and control strategies

material/physical resources required

organisational arrangements for conducting assessment

OHS reporting requirements

any special assessment needs, e.g. personal protective equipment requirements

outline of assessment milestones, time lines and target dates

candidate self-assessment procedures

connections to relevant organisational plans, policies and procedures

**Assessment system policies and procedures may include:**

candidate selection

rational and purpose of competency-based assessment

assessment records/data management/information management

recognition of current competency/recognition of prior learning/credit arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation

evaluation/internal audit

costs/resourcing

access and equity/reasonable adjustment

partnership arrangements

links with human resource or industrial relations systems

links with overall quality management system

**Organisational/legal/ethical requirements may include:**

assessment system policies and procedures

reporting, recording and retrieval systems for assessment

licensing/legal ramifications of assessing competence

requirements of training and/or assessment organisations relating to assessment and validation

quality assurance systems

business and performance plans

collaborative/partnership arrangements

policies, procedures and programs

defined resource parameters

mutual recognition arrangements

industrial relations systems and processes, awards/enterprise agreements

Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessments

registration scope

human resources policies/procedures

legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions

relevant industry codes of practice

confidentiality and privacy requirements of information relating to completed assessments

OHS considerations, including:

ensuring OHS requirements are adhered to during the assessment process

identifying and reporting OHS hazards and concerns to relevant personnel

**Relevant people may include:**

the candidate/s

other assessors

the client, company or organisation

team leaders, managers, supervisors

trainers/facilitators

technical/subject experts

training and assessment coordinators

industry regulators

employee and employer representatives

members of professional associations

Commonwealth department official/Centrelink staff/caseworker

New Apprenticeship Centre (NAC) personnel

**Benchmark/s for assessment refers to:**

the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

**Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:**

the instruments to be used for gathering evidence such as:

- a profile of acceptable performance measures
- templates/proformas
- specific questions or activities
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials

the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

**Reasonable adjustment must not compromise the integrity of the competency standard and may include:**

adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements

provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance

use of adaptive technology or special equipment

flexible assessment sessions to allow for fatigue or administering of medication

format of assessment materials, for example, in Braille, first language, use of audiotape/videotape

adjustments to the physical environment or venue

revising proposed assessment methods/tools

considerations relating to age and/or gender,

considerations relating to cultural beliefs, traditional practices, religious observances

**Assessment methods are the particular techniques used to gather different types of evidence and may include:**

direct observation, for example:

- real work/real time activities at the workplace
- work activities in a simulated workplace environment

structured activities, for example:

- simulation exercises/role-plays
- projects
- presentations
- activity sheets

questioning, for example:

- written questions, e.g. on a computer
- interviews
- self-assessment
- verbal questioning
- questionnaires
- oral/written examinations (for higher AQF levels)

portfolios, for example:

- collections of work samples by the candidate
- product with supporting documentation
- historical evidence

- journal/log book
  - information about life experience
- review of products, for example:
- products as a result of a project
  - work samples/products
- third party feedback, for example:
- testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peer

**Principles of assessment guide the assessment process and must address:**

validity

reliability

flexibility

fairness

**Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:**

valid

sufficient

authentic

current

**Quality evidence addresses the rules of evidence and must:**

encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)

reflect the skills, knowledge and attributes defined in the relevant units of competency

show application of the skills in the context described in the Range Statement

demonstrate competence over a period of time

demonstrate repeatable competence

be the work of the candidate

be able to be verified

demonstrate current skills/knowledge of the candidate

not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

**Guided means to explain to the candidate:**

what is recognition-based assessment

what are assessment tools

how to use these tools

the rules of evidence that must be met by the evidence they provide

**Recognition of current competence is defined as:**

the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

**Communication skills may include:**

providing constructive and supportive feedback

using active listening

using appropriate questioning to clarify and confirm instructions for evidence gathering

accurately interpreting verbal messages

assisting candidates to paraphrase advice/instructions to the assessor

making clear and concrete presentations of options/advice

**Interpersonal skills may include:**

accurately interpreting non-verbal messages

engaging in two-way interaction

using language appropriate to candidate, assessment context and work performance addressed by competency standards

using language and concepts appropriate to cultural differences

using culturally inclusive and sensitive techniques

**Individual differences may include:**

English language, literacy and numeracy barriers

physical impairment or disability involving hearing, vision, voice, mobility

intellectual impairment or disability

medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment

learning difficulties

psychiatric or psychological disability

religious and spiritual observances

cultural images/perceptions

age

gender

**Feedback may include:**

ensuring assessment process is understood



ensuring candidate concerns are addressed  
enabling question and answer  
confirming outcomes  
identifying further evidence to be provided  
discussing action plans  
confirming gap training needed  
information regarding available appeal processes  
suggesting improvements in evidence gathering and presentation

**Specialist support may include:**

assistance by third party - carer, interpreter  
support from specialist educator  
development of online assessment activities  
support for remote or isolated candidates and/or assessors  
support from subject matter or safety experts  
advice from regulatory authorities  
assessment teams/panels  
support from lead assessors  
advice from policy development experts

**Addressed may include:**

stopping the assessment until the OHS risk is rectified  
stopping the assessment until the equipment is fixed or replaced

**Limitations may relate to:**

job role and responsibilities  
meeting candidate needs  
assessment panels  
training and/or assessment organisation's quality processes  
personal competency level  
organisational, industry and national training requirements  
personal level of knowledge of competency-based assessment  
legal responsibilities

**All component parts of the competency standards refers to:**

elements  
Performance Criteria  
Range Statement/range of variables, including:

- contextualisation
  - link to knowledge and enterprise requirements
  - focus of assessment
  - underpinning language, literacy and numeracy requirements
- evidence guide requirements, including:
- underpinning/required knowledge
  - underpinning/required skills and attributes
  - underpinning language, literacy and numeracy requirements
  - Key Competencies/generic skills
  - critical aspects of evidence to be considered/quality evidence requirements
  - concurrent assessment and interdependence of units
  - assessment methods/resources/context
- dimensions of competency, which include:
- task skills
  - task management skills
  - contingency management skills
  - job role/environment skills

**Related documentation may include:**

Assessment Guidelines of the relevant Training Package/s  
the assessment criteria of accredited modules  
evidence to be collected as set out in assessment plans  
definition and interpretation of evidence in developed assessment tools  
any requirements of OHS, legislation, codes of practice, standards, guidelines  
indicators and levels of competence of the National Reporting System  
organisational requirements for work performance  
product specifications  
integrated competency assessment tool

**Judgement is a two-step process and means:**

the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence  
the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

**An action plan is required when the decision of not yet competent is recorded and may include:**

gap training, further learning

additional practice opportunities  
additional assessment opportunities/evidence gathering opportunities  
individual facilitation, where relevant  
referral to specialist support

**An assessment report may include:**

personal details of candidate  
details of assessment/s, date, time, venue  
details of assessor's summary of evidence considered and copies of assessment papers  
feedback to and from the candidate  
justification of decision  
summary of candidate's action plan  
other critical information including appeals and outcomes  
sign-off by assessor and candidate  
electronic/paper reports to funding bodies

**Recommendations may include:**

recommendation to support training and/or assessment in new areas of competency  
recommendations in the action plan  
reassessment  
appeal implications

**Other relevant parties may include:**

Centrelink personnel  
Department of Immigration and Multicultural Indigenous Affairs (DIMIA)  
parties nominated by the candidate  
parties to be informed because of contractual obligations

**Criteria may include:**

following the assessment plan  
confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS  
providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills  
demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence  
demonstrated support and guidance to the candidate throughout the assessment process  
using assessment methods and tools appropriately to gather, organise and document evidence

applying reasonable adjustments where required/ appropriate, in consultation with relevant people

providing clear and constructive feedback to the candidate regarding the assessment decision

reviewing range of own decisions for consistency

**Consultation may involve:**

moderation with other assessors, training and assessment coordinators

discussions with the client, team leaders, managers, supervisors, coaches, mentors

technical/subject experts

English language, literacy and numeracy experts

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

**An assessment plan is the overall planning document for the assessment process and may include:**

the purpose and aims of the assessment

the context of assessment

identified personnel

relevant competency standards and other assessment documentation

evidence plan

identified assessment methods and assessment tools

possibilities for clustering units of competency for assessment purposes

identified OHS hazards, including assessed risks and control strategies

material/physical resources required

organisational arrangements for conducting assessment

OHS reporting requirements

any special assessment needs, e.g. personal protective equipment requirements

outline of assessment milestones, time lines and target dates

candidate self-assessment procedures

connections to relevant organisational plans, policies and procedures

**Assessment system policies and procedures may include:**

candidate selection

rational and purpose of competency-based assessment

assessment records/data management/information management

recognition of current competency/recognition of prior learning/credit arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation

evaluation/internal audit

costs/resourcing

access and equity/reasonable adjustment

partnership arrangements

links with human resource or industrial relations systems

links with overall quality management system

**Organisational/legal/ethical requirements may include:**

assessment system policies and procedures

reporting, recording and retrieval systems for assessment

licensing/legal ramifications of assessing competence

requirements of training and/or assessment organisations relating to assessment and validation

quality assurance systems

business and performance plans

collaborative/partnership arrangements

policies, procedures and programs

defined resource parameters

mutual recognition arrangements

industrial relations systems and processes, awards/enterprise agreements

Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessments

registration scope

human resources policies/procedures

legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions

relevant industry codes of practice

confidentiality and privacy requirements of information relating to completed assessments

OHS considerations, including:

ensuring OHS requirements are adhered to during the assessment process

identifying and reporting OHS hazards and concerns to relevant personnel

**Relevant people may include:**

the candidate/s  
other assessors  
the client, company or organisation  
team leaders, managers, supervisors  
trainers/facilitators  
technical/subject experts  
training and assessment coordinators  
industry regulators  
employee and employer representatives  
members of professional associations  
Commonwealth department official/Centrelink staff/caseworker  
New Apprenticeship Centre (NAC) personnel

**Benchmark/s for assessment refers to:**

the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

**Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:**

the instruments to be used for gathering evidence such as:

- a profile of acceptable performance measures
- templates/proformas
- specific questions or activities
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials

the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

**Reasonable adjustment must not compromise the integrity of the competency standard and may include:**

adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements

provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance

use of adaptive technology or special equipment

flexible assessment sessions to allow for fatigue or administering of medication

format of assessment materials, for example, in Braille, first language, use of audiotape/videotape

adjustments to the physical environment or venue

revising proposed assessment methods/tools

considerations relating to age and/or gender,

considerations relating to cultural beliefs, traditional practices, religious observances

**Assessment methods are the particular techniques used to gather different types of evidence and may include:**

direct observation, for example:

- real work/real time activities at the workplace
- work activities in a simulated workplace environment

structured activities, for example:

- simulation exercises/role-plays
- projects
- presentations
- activity sheets

questioning, for example:

- written questions, e.g. on a computer
- interviews
- self-assessment
- verbal questioning
- questionnaires
- oral/written examinations (for higher AQF levels)

portfolios, for example:

- collections of work samples by the candidate
- product with supporting documentation
- historical evidence
- journal/log book
- information about life experience

review of products, for example:

- products as a result of a project
- work samples/products

third party feedback, for example:

- testimonials/reports from employers/supervisors
- evidence of training
- authenticated prior achievements
- interview with employer, supervisor, peer

**Principles of assessment guide the assessment process and must address:**

validity

reliability

flexibility

fairness

**Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:**

valid

sufficient

authentic

current

**Quality evidence addresses the rules of evidence and must:**

encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)

reflect the skills, knowledge and attributes defined in the relevant units of competency

show application of the skills in the context described in the Range Statement

demonstrate competence over a period of time

demonstrate repeatable competence

be the work of the candidate

be able to be verified

demonstrate current skills/knowledge of the candidate

not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

**Guided means to explain to the candidate:**

what is recognition-based assessment

what are assessment tools

how to use these tools

the rules of evidence that must be met by the evidence they provide

**Recognition of current competence is defined as:**

the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences



**Communication skills may include:**

- providing constructive and supportive feedback
- using active listening
- using appropriate questioning to clarify and confirm instructions for evidence gathering
- accurately interpreting verbal messages
- assisting candidates to paraphrase advice/instructions to the assessor
- making clear and concrete presentations of options/advice

**Interpersonal skills may include:**

- accurately interpreting non-verbal messages
- engaging in two-way interaction
- using language appropriate to candidate, assessment context and work performance addressed by competency standards
- using language and concepts appropriate to cultural differences
- using culturally inclusive and sensitive techniques

**Individual differences may include:**

- English language, literacy and numeracy barriers
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment
- learning difficulties
- psychiatric or psychological disability
- religious and spiritual observances
- cultural images/perceptions
- age
- gender

**Feedback may include:**

- ensuring assessment process is understood
- ensuring candidate concerns are addressed
- enabling question and answer
- confirming outcomes
- identifying further evidence to be provided
- discussing action plans
- confirming gap training needed

information regarding available appeal processes  
suggesting improvements in evidence gathering and presentation

**Specialist support may include:**

assistance by third party - carer, interpreter  
support from specialist educator  
development of online assessment activities  
support for remote or isolated candidates and/or assessors  
support from subject matter or safety experts  
advice from regulatory authorities  
assessment teams/panels  
support from lead assessors  
advice from policy development experts

**Addressed may include:**

stopping the assessment until the OHS risk is rectified  
stopping the assessment until the equipment is fixed or replaced

**Limitations may relate to:**

job role and responsibilities  
meeting candidate needs  
assessment panels  
training and/or assessment organisation's quality processes  
personal competency level  
organisational, industry and national training requirements  
personal level of knowledge of competency-based assessment  
legal responsibilities

**All component parts of the competency standards refers to:**

elements

Performance Criteria

Range Statement/range of variables, including:

- contextualisation
  - link to knowledge and enterprise requirements
  - focus of assessment
  - underpinning language, literacy and numeracy requirements
- evidence guide requirements, including:
- underpinning/required knowledge

- underpinning/required skills and attributes
- underpinning language, literacy and numeracy requirements
- Key Competencies/generic skills
- critical aspects of evidence to be considered/quality evidence requirements
- concurrent assessment and interdependence of units
- assessment methods/resources/context

dimensions of competency, which include:

- task skills
- task management skills
- contingency management skills
- job role/environment skills

**Related documentation may include:**

Assessment Guidelines of the relevant Training Package/s

the assessment criteria of accredited modules

evidence to be collected as set out in assessment plans

definition and interpretation of evidence in developed assessment tools

any requirements of OHS, legislation, codes of practice, standards, guidelines

indicators and levels of competence of the National Reporting System

organisational requirements for work performance

product specifications

integrated competency assessment tool

**Judgement is a two-step process and means:**

the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence

the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

**An action plan is required when the decision of not yet competent is recorded and may include:**

gap training, further learning

additional practice opportunities

additional assessment opportunities/evidence gathering opportunities

individual facilitation, where relevant

referral to specialist support

**An assessment report may include:**

personal details of candidate

details of assessment/s, date, time, venue

details of assessor's summary of evidence considered and copies of assessment papers

feedback to and from the candidate

justification of decision

summary of candidate's action plan

other critical information including appeals and outcomes

sign-off by assessor and candidate

electronic/paper reports to funding bodies

**Recommendations may include:**

recommendation to support training and/or assessment in new areas of competency

recommendations in the action plan

reassessment

appeal implications

**Other relevant parties may include:**

Centrelink personnel

Department of Immigration and Multicultural Indigenous Affairs (DIMIA)

parties nominated by the candidate

parties to be informed because of contractual obligations

**Criteria may include:**

following the assessment plan

confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS

providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills

demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence

demonstrated support and guidance to the candidate throughout the assessment process

using assessment methods and tools appropriately to gather, organise and document evidence

applying reasonable adjustments where required/ appropriate, in consultation with relevant people

providing clear and constructive feedback to the candidate regarding the assessment decision

reviewing range of own decisions for consistency

**Consultation may involve:**

moderation with other assessors, training and assessment coordinators

discussions with the client, team leaders, managers, supervisors, coaches, mentors

technical/subject experts

English language, literacy and numeracy experts

## **Unit Sector(s)**

Not applicable.

# **TAADEL301A Provide training through instruction and demonstration of work skills**

## **Modification History**

Not applicable.

## **Unit Descriptor**

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

### **Competency Field**

Delivery and Facilitation

### **Application of the Unit**

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures.

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.

This competency is performed in the context that all documents needed to carry out this function have been provided, including delivery plans, learning materials, learning programs and learning resources.

The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements.

Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the TAA04 Training and Assessment Training Package.

This unit is not equivalent to **TAADEL401A Plan and organise group-based delivery** and/or **TAADEL402A Facilitate group-based learning** and cannot be assessed in place of either of these units.

This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

## Competency Field

Delivery and Facilitation

## Application of the Unit

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This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

## Application of the Unit

Not applicable.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

Not applicable.

## Elements and Performance Criteria Pre-Content

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                  | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Organise instruction and demonstration | <p>1.1 Information about learner characteristics and their learning needs is gathered</p> <p>1.2 A safe learning environment is confirmed</p> <p>1.3 Learners are notified of the training details</p> <p>1.4 Instruction and demonstration objectives are gathered and checked and assistance is sought if required</p> <p>1.5 Relevant learning resources and learning materials are obtained and checked for relevance and assistance is sought if required in interpreting the contextual application</p> <p>1.6 Any equipment or physical resources required for the demonstration are organised</p> |
| 2 Conduct instruction and demonstration  | <p>2.1 Interpersonal skills are used to establish a safe and comfortable learning environment</p> <p>2.2 The learning program and/or delivery plan is followed to ensure all learning objectives are covered</p> <p>2.3 Learners are briefed on any occupational health and safety (OHS) procedures and requirements prior to and during training</p> <p>2.4 Techniques are used to structure, pace and enhance learning</p> <p>2.5 Communication skills are used to provide information, instruct learners and demonstrate</p>                                                                           |



relevant work skills

- 2.6 Opportunities for practice are provided during instruction and through work activities
- 2.7 Feedback on learner performance is provided and discussed to support learning
- 3 Check training performance
  - 3.1 Measures are used to ensure learners are acquiring and can use new technical/generic skills and knowledge
  - 3.2 Personal delivery style and performance in providing instruction and demonstration is reviewed and strategies for improvement are reflected upon
  - 3.3 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

### Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can provide instruction and demonstration of work skills using resources and materials provided for training purposes.

The instruction/demonstration should be conducted using appropriate communication and interpersonal skills to enhance learning and build rapport and trust. The learning must be logically sequenced and paced in such a way as to ensure new skills/knowledge/competencies are achieved. The instruction/demonstration should engage the learner/s and a range of delivery techniques should be used.

### Evidence Requirements

**Required knowledge includes:**

learner characteristics and needs

content and requirements of the relevant learning program and/or delivery plan

sources and availability of relevant learning resources and learning materials

content of learning resources/learning materials

training techniques which enhance learning and when to use them, e.g. using:

- instruction and explanation
- questioning
- practice
- written information
- group/pair/team activities
- individual activities
- demonstration

learning principles (introductory), for example:

- learning and experience are connected for meaning
- adults need to know why they are learning
- adults can self-evaluate
- adults learn in different ways

different learning styles, (introductory), for example:

- visual
- audio
- theoretical
- activist
- reflective

OHS, for example:

- roles and responsibilities of key personnel in learning environment
- responsibilities of learners learning environment

relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures

- hazard identification and risk controls for the specific learning environment
- organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements

**Required skills and attributes include:**

verbal and non-verbal communication techniques, for example:

- ask relevant and appropriate questions
- provide explanations
- organise and give demonstrations
- use listening skills
- provide information clearly
- engage, motivate and connect with learners
- provide constructive feedback

implement OHS requirements, by acting and responding safely in order to:

- identify hazards
- conduct pre-start up checks if required
- observe and interpret learner behaviour which may put people at risk

time management, for example:

- ensure all learning objectives are covered
- pace learning

reflection skills in order to:

- identify areas for improvement
- maintain personal skill development

literacy skills to:

- complete and maintain documentation
- read and follow learning program/plan
- read and analyse learner information
- skills to operate audio-visual and technical equipment

interpersonal skills to:

- maintain appropriate relationships
- establish trust
- use appropriate body language
- maintain humour
- demonstrate tolerance
- manage a group

observation skills to:

- monitor learner acquisition of new skills/knowledge/competency requirements
- assess learner communication and interaction skills with others
- identify learner concerns
- recognise learner readiness to take on new skills/tasks

recognising and being sensitive to individual difference and diversity, for example:

- being sensitive to and valuing culture
- acting without bias/discrimination
- responding to individuals with particular needs
- recognising the importance of religion

**Products that could be used as evidence include:**

video/observation of a demonstration/instruction

learner evaluations

peer evaluations

**Processes that could be used as evidence include:**

what learning techniques were used and why

how learning achievement was checked

how practice opportunities were provided

what resources were organised and why

**Resource implications for assessment include:**

materials required for instruction/demonstration

technology required for instruction/demonstration

learning activities

**The collection of quality evidence requires that:**

assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

**Specific evidence requirements must include:**

a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience

### **Integrated assessment means that:**

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package or any other Training Package. Suggested units include but are not limited to:

TAADEL403A Facilitate individual learning

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

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sources and availability of relevant learning resources and learning materials

content of learning resources/learning materials

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OHS, for example:

- roles and responsibilities of key personnel in learning environment
- responsibilities of learners learning environment

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technology required for instruction/demonstration

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this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package or any other Training Package. Suggested units include but are not limited to:

TAADEL403A Facilitate individual learning

## **Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

**Information about learner characteristics may include:**

learning styles

specific needs

language, literacy and numeracy levels

past learning and work experiences



workplace culture

**Safe learning environment may include:**

safe access

exit requirements

use of equipment

personal protective equipment, if needed

**Details may include:**

time of instruction/demonstration

location

who will be attending

reason for instruction/demonstration

outcomes of instruction/demonstration

**Instruction and demonstration objectives may relate to:**

competencies to be achieved

learning outcomes

individual/group objectives

generic and/or technical skills

and may be:

provided by the organisation

developed by a colleague

**Learning resources may be:**

Training Packages noted support materials, such as:

- learner/user guides
- trainer/facilitator guides
- how to organise training guides
- example training programs
- specific case studies
- professional development materials
- assessment materials

commercially available support materials for Training Packages/courses

organisational learning resources

competency standards as a learning resource

videos

CDs and audio tapes

references and texts

manuals

record/log books

learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program

learning resources produced in languages other than English as appropriate to learner group and workplace

**Learning materials may include:**

handouts for learners

worksheets

workbooks

prepared case studies

prepared task sheets

prepared activity sheets

prepared topic/unit/subject information sheets

prepared role-plays

prepared presentations and overheads

prepared scenarios, projects, assignments

materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications

prepared research tasks

**Interpersonal skills may include:**

engaging and motivating learners

responding to learners appropriately and individually

maintaining appropriate body language

communicating clearly and effectively

actively listening

adjusting personal language to suit others' requirements

**The learning program includes:**

competencies or other criteria to be achieved

specific learning outcomes derived from the criteria for each chunk or segment of the learning program

an overview of the content to be covered in each chunk/segment of the learning program

learning resources, learning materials and activities for each chunk/segment of the learning program

number and duration of training sessions/classes required and overall timelines

delivery methods for each segment of the learning program

OHS issues to be addressed in delivery

identification of assessment points to measure learner progress

assessment methods and tools to be used to collect evidence of competency, where assessment is required

**The delivery plan is used by the trainer/facilitator to guide and manage delivery to a group and may include:**

individual/group learning objectives or outcomes for the segment of the learning program to be addressed

number of learners and their specific support requirements

content of sessions as specified in the session plans

timelines/duration of activities within sessions

learning resources, learning materials and learning activities to be used in sessions

other resource requirements

OHS considerations, including:

incident or hazard reporting

emergency procedures

**Occupational health and safety (OHS) procedures may include:**

hazards and their means of control

safety briefing

incident reporting

use of personal protective equipment

safe working practices

emergency procedures

site-specific safety rules

**Techniques to structure, pace and enhance learning may include:**

demonstrations

explanations

question and answer

group/pair work

case studies

discovery activities

problem solving

providing opportunities to practise skills

**Communication skills may include:**

- providing explanations
- asking clear and probing questions
- using legible writing
- providing constructive feedback
- providing information coherently and clearly
- communicating with learners in the learning environment and training context

**Measures to ensure learners are acquiring new skills and knowledge may include:**

- questioning
- informal review or discussion
- learner surveys
- on-the-job observation
- peer coaching systems

**Reviewing and reflecting on personal performance may include:**

- peer assessment or feedback
- learner evaluations
- video recording of session
- critical questioning of personal performance
- discussions with other trainers/facilitators

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**Information about learner characteristics may include:**

- learning styles
- specific needs
- language, literacy and numeracy levels
- past learning and work experiences
- workplace culture

**Safe learning environment may include:**

- safe access
- exit requirements
- use of equipment
- personal protective equipment, if needed

**Details may include:**

time of instruction/demonstration

location

who will be attending

reason for instruction/demonstration

outcomes of instruction/demonstration

**Instruction and demonstration objectives may relate to:**

competencies to be achieved

learning outcomes

individual/group objectives

generic and/or technical skills

and may be:

provided by the organisation

developed by a colleague

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Training Packages noted support materials, such as:

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prepared topic/unit/subject information sheets

prepared role-plays

prepared presentations and overheads

prepared scenarios, projects, assignments

materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications

prepared research tasks

**Interpersonal skills may include:**

engaging and motivating learners

responding to learners appropriately and individually

maintaining appropriate body language

communicating clearly and effectively

actively listening

adjusting personal language to suit others' requirements

**The learning program includes:**

competencies or other criteria to be achieved

specific learning outcomes derived from the criteria for each chunk or segment of the learning program

an overview of the content to be covered in each chunk/segment of the learning program

learning resources, learning materials and activities for each chunk/segment of the learning program

number and duration of training sessions/classes required and overall timelines

delivery methods for each segment of the learning program

OHS issues to be addressed in delivery

identification of assessment points to measure learner progress

assessment methods and tools to be used to collect evidence of competency, where assessment is required

**The delivery plan is used by the trainer/facilitator to guide and manage delivery to a group and may include:**

individual/group learning objectives or outcomes for the segment of the learning program to be addressed

number of learners and their specific support requirements

content of sessions as specified in the session plans

timelines/duration of activities within sessions

learning resources, learning materials and learning activities to be used in sessions

other resource requirements

OHS considerations, including:

incident or hazard reporting

emergency procedures

**Occupational health and safety (OHS) procedures may include:**

hazards and their means of control

safety briefing

incident reporting

use of personal protective equipment

safe working practices

emergency procedures

site-specific safety rules

**Techniques to structure, pace and enhance learning may include:**

demonstrations

explanations

question and answer

group/pair work

case studies

discovery activities

problem solving

providing opportunities to practise skills

**Communication skills may include:**

providing explanations

asking clear and probing questions

using legible writing

providing constructive feedback

providing information coherently and clearly

communicating with learners in the learning environment and training context

**Measures to ensure learners are acquiring new skills and knowledge may include:**

questioning

informal review or discussion

learner surveys

on-the-job observation

peer coaching systems

**Reviewing and reflecting on personal performance may include:**

peer assessment or feedback

learner evaluations

video recording of session

critical questioning of personal performance

discussions with other trainers/facilitators

## **Unit Sector(s)**

Not applicable.



## **THTFME06A Manage event contractors**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit describes the skills and knowledge required to manage the staging and operation of a major indoor event comprising multiple components. It does not cover the high levels of technical expertise required to actually provide these services, but focuses on the key knowledge and skills required to oversee the process from an organisational and contractor management perspective. This role may be undertaken by a manager working within an event venue, by an external event manager or a combination.

This unit describes the skills and knowledge required to manage the staging and operation of a major indoor event comprising multiple components. It does not cover the high levels of technical expertise required to actually provide these services, but focuses on the key knowledge and skills required to oversee the process from an organisational and contractor management perspective. This role may be undertaken by a manager working within an event venue, by an external event manager or a combination

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

# Elements and Performance Criteria

## Elements and Performance Criteria

| Element                                   | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Identify event operational requirements | <ul style="list-style-type: none"><li>1.1 Analyse event staging requirements based on detailed review of all aspects of the proposed event.</li><li>1.2 Develop an accurate summary of staging requirements for each event component in consultation with key stakeholders.</li><li>1.3 Incorporate safety and risk management issues into all planning documentation and processes.</li></ul>                                                                                                                                                                                                       |
| 2 Source contractors                      | <ul style="list-style-type: none"><li>2.1 Analyse event staging requirements based on detailed review of all aspects of the proposed event.</li><li>2.2 Develop an accurate summary of staging requirements for each event component in consultation with key stakeholders.</li><li>2.3 Incorporate safety and risk management issues into all planning documentation and processes.</li><li>2.4 Analyse quotations and select contractors in consultation with key stakeholders.</li><li>2.5 Confirm agreements with contractors in writing to include details and costs of all services.</li></ul> |
| 3 Monitor contractors                     | <ul style="list-style-type: none"><li>3.1 Monitor progress, including safety issues, at regular intervals through ongoing liaison with contractors and other stakeholders.</li><li>3.2 Identify the need for adjustments and organise appropriate changes with confirmation in writing.</li><li>3.3 Negotiate adjustments to maintain the integrity and quality of the event.</li><li>3.4 Evaluate work completed against event requirements and time schedules, and take appropriate action to address delays.</li></ul>                                                                            |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

roles and responsibilities of organisations involved in event staging

suppliers of staging services and sources of information on staging services

risk management issues to be considered for key areas of event staging

knowledge of terminology, services and key technology in key areas of staging including:

catering

venue decoration

audio-visual options

sound amplification

lighting

rigging

live entertainment

registration areas

display

security

electronic media coverage of events

safety equipment.

the key inclusions for contractor briefing or specification documents.

### Linkages to Other Units

This unit has very strong linkages to other event management units and combined training and assessment is recommended with units such as:

THTFME04A Develop an event concept

THTFME05A Select event venues and sites

### Critical Aspects of Assessment

Evidence of the following is critical:

general knowledge of all event staging services and terminology as detailed under Essential Skills and Knowledge

ability to organise and co-ordinate multiple contractors as part of the overall event management process.

### **Context of Assessment and Resource Implications**

Assessment must ensure:

management of the staging of an indoor event comprising multiple components

access to venues for staging of an indoor event

access to all equipment required for the staging of an event

liaison with and involvement of multiple contractors.

### **Assessment Methods**

Assessment methods must be chosen to ensure that the ability to manage the staging of an event can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of the staging at an event managed by the candidate through attendance at the event

review of documentation used to manage contractors prepared by the candidate

questioning of contractors to assess the organisational skills of the candidate

case studies to assess ability to determine staging requirements for different events

oral or written questions to assess knowledge of key staging services and relevant terminology

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Assessing competitive quotes from staging suppliers (3)

#### **Communicating Ideas and Information**

For example:

Developing a tender brief for staging suppliers (3)

#### **Planning and Organising Activities**

For example:

Appointing and managing multiple suppliers before, during and after an event (3)

**Working with Others and in Teams**

For example:

Negotiating with suppliers on changing requirements (3)

**Using Mathematical Ideas and Techniques**

For example:

Calculating numbers of exhibition panels required for a trade show (1)

**Solving Problems**

For example:

Negotiating with a supplier who is failing to meet contract obligations (3)

**Using Technology**

For example:

Using a computerised system to create different staging scenarios (1)

**Essential Knowledge and Skills to be Assessed**

The following knowledge and skills must be assessed as part of this unit:

roles and responsibilities of organisations involved in event staging

suppliers of staging services and sources of information on staging services

risk management issues to be considered for key areas of event staging

knowledge of terminology, services and key technology in key areas of staging including:

catering

venue decoration

audio-visual options

sound amplification

lighting

rigging

live entertainment

registration areas

display

security

electronic media coverage of events

safety equipment.

the key inclusions for contractor briefing or specification documents.

**Linkages to Other Units**

This unit has very strong linkages to other event management units and combined training and assessment is recommended with units such as:

THTFME04A Develop an event concept

THTFME05A Select event venues and sites

### **Critical Aspects of Assessment**

Evidence of the following is critical:

general knowledge of all event staging services and terminology as detailed under Essential Skills and Knowledge

ability to organise and co-ordinate multiple contractors as part of the overall event management process.

### **Context of Assessment and Resource Implications**

Assessment must ensure:

management of the staging of an indoor event comprising multiple components

access to venues for staging of an indoor event

access to all equipment required for the staging of an event

liaison with and involvement of multiple contractors.

### **Assessment Methods**

Assessment methods must be chosen to ensure that the ability to manage the staging of an event can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of the staging at an event managed by the candidate through attendance at the event

review of documentation used to manage contractors prepared by the candidate

questioning of contractors to assess the organisational skills of the candidate

case studies to assess ability to determine staging requirements for different events

oral or written questions to assess knowledge of key staging services and relevant terminology

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Assessing competitive quotes from staging suppliers (3)

### **Communicating Ideas and Information**

For example:

Developing a tender brief for staging suppliers (3)

### **Planning and Organising Activities**

For example:

Appointing and managing multiple suppliers before, during and after an event (3)

### **Working with Others and in Teams**

For example:

Negotiating with suppliers on changing requirements (3)

### **Using Mathematical Ideas and Techniques**

For example:

Calculating numbers of exhibition panels required for a trade show (1)

### **Solving Problems**

For example:

Negotiating with a supplier who is failing to meet contract obligations (3)

### **Using Technology**

For example:

Using a computerised system to create different staging scenarios (1)

## **Range Statement**

This unit applies to any enterprise involved in event management. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

### **A major event comprising multiple components must include:**

multiple contractors

substantial catering (i.e. not simply an afternoon tea)

multiple speakers, performers or exhibitors

requirement for display, decoration or theming.

### **Contractors may include:**

venues

speakers

staging and audio visual suppliers

display suppliers

caterers

entertainers

equipment hire companies.

**Staging elements or requirements may relate to:**

exhibition set-up

audio-visual

display and decoration

furniture

special effects

entertainment

lighting

sound

stage design

rigging

catering and catering set-up

security.

**Specifications for contractor services may include or relate to:**

price

performance standards

timelines

technical specifications for equipment etc

theme-related requirements

regulatory requirements

previous experience.

This unit applies to any enterprise involved in event management. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

**A major event comprising multiple components must include:**

multiple contractors

substantial catering (i.e. not simply an afternoon tea)

multiple speakers, performers or exhibitors

requirement for display, decoration or theming.

**Contractors may include:**



venues  
speakers  
staging and audio visual suppliers  
display suppliers  
caterers  
entertainers  
equipment hire companies.

**Staging elements or requirements may relate to:**

exhibition set-up  
audio-visual  
display and decoration  
furniture  
special effects  
entertainment  
lighting  
sound  
stage design  
rigging  
catering and catering set-up  
security.

**Specifications for contractor services may include or relate to:**

price  
performance standards  
timelines  
technical specifications for equipment etc  
theme-related requirements  
regulatory requirements  
previous experience.

**Unit Sector(s)**

Not applicable.

## **THTFME07A Organise and monitor infrastructure for outdoor events**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit describes the skills and knowledge required to co-ordinate the infrastructure and facilities that must be present at an outdoor event. It focuses solely on the **additional** elements of outdoor event organisation and therefore builds on other event management units such as unit THTFME06A Manage event contractors.

This unit describes the skills and knowledge required to co-ordinate the infrastructure and facilities that must be present at an outdoor event. It focuses solely on the **additional** elements of outdoor event organisation and therefore builds on other event management units such as unit THTFME06A Manage event contractors

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

### **Elements and Performance Criteria**

#### **Elements and Performance Criteria**

| Element                                                   | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Identify infrastructure requirements for outdoor events | <ul style="list-style-type: none"><li>1.1 Liaise with local authorities at the commencement of the event management cycle to ensure statutory requirements are integrated into the planning process.</li><li>1.2 Identify and analyse the infrastructure and facility requirements for outdoor events, based on a detailed review of all aspects of the proposed event.</li><li>1.3 Develop an accurate summary of infrastructure requirements for each event component in consultation with key stakeholders.</li><li>1.4 Incorporate safety, security and risk management issues of particular relevance to outdoor events into all planning documentation and processes.</li></ul>                                   |
| 2 Organise infrastructure for outdoor events              | <ul style="list-style-type: none"><li>2.1 Identify and source appropriate contractors.</li><li>2.2 Provide accurate briefings to contractors in relation to infrastructure requirements ensuring all safety and legal requirements are covered.</li><li>2.3 Obtain complete and timely quotations for the provision of services.</li><li>2.4 Analyse quotations and select contractors in accordance with legal and licensing requirements and in consultation with key stakeholders.</li><li>2.5 Involve local authorities in the planning process by provision of relevant and timely information.</li><li>2.6 Take account of stakeholder views, including local residents, in the organisational process.</li></ul> |
| 3 Monitor infrastructure                                  | <ul style="list-style-type: none"><li>3.1 Monitor the progress of staging elements through ongoing liaison with contractors.</li><li>3.2 Identify the need for adjustments and organise appropriate changes with confirmation in writing.</li><li>3.3 Evaluate work completed against event requirements prior to event commencement and take appropriate corrective action where necessary.</li></ul>                                                                                                                                                                                                                                                                                                                  |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

roles and responsibilities of organisations involved in staging of outdoor events including government agencies and other authorities

suppliers of services related to outdoor event infrastructure and sources of information on those suppliers

risk management and safety issues to be considered for key areas of event staging

Australian Standards that relate to typical event operations

knowledge of terminology and services in key areas related to outdoor event infrastructure including:

temporary water and power supply

portable/demountable toilets

temporary structures (e.g. marquees, demountables)

mobile catering outlets.

### Linkages to Other Units

This unit must be assessed with or after the following units which describe skills and knowledge essential to this unit of competence:

THTFME06A Manage event contractors

This unit also has very strong linkages to other event management units and combined assessment and/or training is recommended with units such as:

THTFME04A Develop an event concept

THTFME05A Select event venues and sites

### Critical Aspects of Assessment

Evidence of the following is critical:

ability to organise and monitor infrastructure for an outdoor event

knowledge of the issues that specifically impact on the organisation of outdoor events, including requirements of local authorities, Australian Standards and OH&S regulations.

### Context of Assessment and Resource Implications

Assessment must ensure:

organisation and monitoring of the infrastructure requirements for an outdoor event where the candidate plays a key management role

access to venues or sites for staging of an outdoor event

access to all equipment required for the staging of an outdoor event

liaison with and involvement of suppliers and local authorities.

### **Assessment Methods**

Assessment methods must be chosen to ensure that ability to organise and monitor the infrastructure for an outdoor event can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of the infrastructure through attendance at an event managed by the candidate

review of documentation used to co-ordinate infrastructure prepared by the candidate

questioning of contractors to assess the organisational skills of the candidate

case studies to assess ability to determine infrastructure requirements for different events

questions to assess knowledge of infrastructure services and terminology

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Assessing the legal issues to be considered for an outdoor event (3)

#### **Communicating Ideas and Information**

For example:

Providing a briefing to the local council of the scope of an outdoor event (3)

#### **Planning and Organising Activities**

For example:

Co-ordinating the activities of multiple trades people prior to an event (3)

#### **Working with Others and in Teams**

For example:

Managing a progress meeting of event co-ordinators all working on different aspects of an outdoor event (3)

**Using Mathematical Ideas and Techniques**

For example:

Calculating the required size of a marquee to meet estimated audience numbers (1)

**Solving Problems**

For example:

Develop a solution to a situation where the proposed site plan or race route contravenes local council guidelines (3)

**Using Technology**

For example:

Using relevant software (1)

**Essential Knowledge and Skills to be Assessed**

The following knowledge and skills must be assessed as part of this unit:

roles and responsibilities of organisations involved in staging of outdoor events including government agencies and other authorities

suppliers of services related to outdoor event infrastructure and sources of information on those suppliers

risk management and safety issues to be considered for key areas of event staging

Australian Standards that relate to typical event operations

knowledge of terminology and services in key areas related to outdoor event infrastructure including:

temporary water and power supply

portable/demountable toilets

temporary structures (e.g. marquees, demountables)

mobile catering outlets.

**Linkages to Other Units**

This unit must be assessed with or after the following units which describe skills and knowledge essential to this unit of competence:

THTFME06A Manage event contractors

This unit also has very strong linkages to other event management units and combined assessment and/or training is recommended with units such as:

THTFME04A Develop an event concept

THTFME05A Select event venues and sites

**Critical Aspects of Assessment**

Evidence of the following is critical:

ability to organise and monitor infrastructure for an outdoor event

knowledge of the issues that specifically impact on the organisation of outdoor events, including requirements of local authorities, Australian Standards and OH&S regulations.

### **Context of Assessment and Resource Implications**

Assessment must ensure:

organisation and monitoring of the infrastructure requirements for an outdoor event where the candidate plays a key management role

access to venues or sites for staging of an outdoor event

access to all equipment required for the staging of an outdoor event

liaison with and involvement of suppliers and local authorities.

### **Assessment Methods**

Assessment methods must be chosen to ensure that ability to organise and monitor the infrastructure for an outdoor event can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of the infrastructure through attendance at an event managed by the candidate

review of documentation used to co-ordinate infrastructure prepared by the candidate

questioning of contractors to assess the organisational skills of the candidate

case studies to assess ability to determine infrastructure requirements for different events

questions to assess knowledge of infrastructure services and terminology

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Assessing the legal issues to be considered for an outdoor event (3)

#### **Communicating Ideas and Information**

For example:

Providing a briefing to the local council of the scope of an outdoor event (3)

#### **Planning and Organising Activities**

For example:

Co-ordinating the activities of multiple trades people prior to an event (3)

## **Working with Others and in Teams**

For example:

Managing a progress meeting of event co-ordinators all working on different aspects of an outdoor event (3)

## **Using Mathematical Ideas and Techniques**

For example:

Calculating the required size of a marquee to meet estimated audience numbers (1)

## **Solving Problems**

For example:

Develop a solution to a situation where the proposed site plan or race route contravenes local council guidelines (3)

## **Using Technology**

For example:

Using relevant software (1)

## **Range Statement**

This unit applies to any enterprise involved in the management of outdoor events. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

### **Infrastructure requirements applicable to outdoor events may include:**

power supply

water supply

heating or air-conditioning

public toilets

erection of temporary structures

scaffolding

emergency services

car and coach parking

transport systems

camping sites or other temporary accommodation

signage

media services and impacts

disabled access

waste management.

### **Local authorities may include:**



local government

State government

police

ambulance

fire services.

**Licensing requirements may relate to:**

builders and building work

electricians and electrical work

plumbers

gas fitters

handling of hazardous materials

forklift operations

special effects.

This unit applies to any enterprise involved in the management of outdoor events. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

**Infrastructure requirements applicable to outdoor events may include:**

power supply

water supply

heating or air-conditioning

public toilets

erection of temporary structures

scaffolding

emergency services

car and coach parking

transport systems

camping sites or other temporary accommodation

signage

media services and impacts

disabled access

waste management.

**Local authorities may include:**

local government

State government

police

ambulance

fire services.

**Licensing requirements may relate to:**

builders and building work

electricians and electrical work

plumbers

gas fitters

handling of hazardous materials

forklift operations

special effects.

**Unit Sector(s)**

Not applicable.

# **THTFME09A Develop and update knowledge of protocol**

## **Modification History**

Not applicable.

## **Unit Descriptor**

This unit deals with the skills and knowledge required to develop and apply knowledge of protocol to a range of tourism and hospitality related activities. It is particularly relevant to those involved in the management and operation of events, including functions.

This unit deals with the skills and knowledge required to develop and apply knowledge of protocol to a range of tourism and hospitality related activities. It is particularly relevant to those involved in the management and operation of events, including functions

## **Application of the Unit**

Not applicable.

## **Licensing/Regulatory Information**

Not applicable.

## **Pre-Requisites**

Not applicable.

## **Employability Skills Information**

Not applicable.

## **Elements and Performance Criteria Pre-Content**

Not applicable.

## **Elements and Performance Criteria**

### **Elements and Performance Criteria**

#### **Element**

#### **Performance Criteria**

1 Seek information on

1.1 Identify sources of accurate information on

|                                                                  |                                                                                                                              |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| appropriate protocol                                             | protocol correctly.                                                                                                          |
|                                                                  | 1.2 Access relevant protocol information in response to workplace needs.                                                     |
| 2 Integrate appropriate protocol procedures into work activities | 2.1 Identify the areas of work activity that require appropriate use of protocol in a timely manner.                         |
|                                                                  | 2.2 Integrate the correct use of protocol into work activities.                                                              |
|                                                                  | 2.3 Liaise with colleagues and other stakeholders to determine appropriate protocol requirements.                            |
|                                                                  | 2.4 Provide appropriate information on protocol to relevant colleagues and stakeholders.                                     |
| 3 Update knowledge of protocol                                   | 3.1 Identify and use opportunities to update protocol knowledge.                                                             |
|                                                                  | 3.2 Share updated knowledge with customers and colleagues as appropriate and incorporate into day-to-day working activities. |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

the importance and role of protocol in different events and situations

key sources of information on protocol

main types of civic functions held in Australia

the Australian Honours system including order of precedence, ranks and forms of address and wearing of honours and medals

appropriate protocols for the involvement of indigenous Australians and other cultural groups in events

correct use of national and State symbols including flags, anthems and military salutes

forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication

protocol procedures for different types of function including:

invitations to VIPs

arrival procedures, including for heads of state or government officials

introduction protocols and order of speakers

order of precedence for official guests

seating arrangements

dress styles.

### **Linkages to Other Units**

This unit underpins effective performance in a range of event management and other roles within the tourism and hospitality industries. As such combined training and assessment with other units may be appropriate.

### **Critical Aspects of Assessment**

Evidence of the following is critical:

knowledge of where to source accurate information on protocol for specific situations

knowledge of protocols as specified under Essential Knowledge and Skills.

### **Context of Assessment and Resource Implications**

Assessment must ensure:

project or work activities that allow the candidate to apply protocol knowledge to specific event management, tourism or hospitality situations.

### **Assessment Methods**

Assessment methods must be chosen to ensure that knowledge of protocol can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and projects to assess ability to apply knowledge of protocol to different workplace situations

oral or written questions to assess knowledge of protocol for different situations

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Determining the protocol information required for a particular event (2)

### **Communicating Ideas and Information**

For example:

Advising colleagues about protocol requirements for a given event (1)

### **Planning and Organising Activities**

For example:

Integrating protocol into event organisation activities (1)

### **Working with Others and in Teams**

For example:

Liaising with protocol officers from a government department (1)

### **Using Mathematical Ideas and Techniques**

Not Applicable

### **Solving Problems**

For example:

Finding protocol information in relation to a totally unknown situation (1)

### **Using Technology**

For example:

Using the Internet to source protocol information (1)

### **Essential Knowledge and Skills to be Assessed**

The following knowledge and skills must be assessed as part of this unit:

the importance and role of protocol in different events and situations

key sources of information on protocol

main types of civic functions held in Australia

the Australian Honours system including order of precedence, ranks and forms of address and wearing of honours and medals

appropriate protocols for the involvement of indigenous Australians and other cultural groups in events

correct use of national and State symbols including flags, anthems and military salutes

forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication

protocol procedures for different types of function including:

invitations to VIPs

arrival procedures, including for heads of state or government officials

introduction protocols and order of speakers

order of precedence for official guests  
seating arrangements  
dress styles.

### **Linkages to Other Units**

This unit underpins effective performance in a range of event management and other roles within the tourism and hospitality industries. As such combined training and assessment with other units may be appropriate.

### **Critical Aspects of Assessment**

Evidence of the following is critical:

knowledge of where to source accurate information on protocol for specific situations  
knowledge of protocols as specified under Essential Knowledge and Skills.

### **Context of Assessment and Resource Implications**

Assessment must ensure:

project or work activities that allow the candidate to apply protocol knowledge to specific event management, tourism or hospitality situations.

### **Assessment Methods**

Assessment methods must be chosen to ensure that knowledge of protocol can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and projects to assess ability to apply knowledge of protocol to different workplace situations

oral or written questions to assess knowledge of protocol for different situations

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Determining the protocol information required for a particular event (2)

#### **Communicating Ideas and Information**

For example:

Advising colleagues about protocol requirements for a given event (1)

### **Planning and Organising Activities**

For example:

Integrating protocol into event organisation activities (1)

### **Working with Others and in Teams**

For example:

Liaising with protocol officers from a government department (1)

### **Using Mathematical Ideas and Techniques**

Not Applicable

### **Solving Problems**

For example:

Finding protocol information in relation to a totally unknown situation (1)

### **Using Technology**

For example:

Using the Internet to source protocol information (1)

## **Range Statement**

This unit applies to all tourism and hospitality enterprises. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

### **Sources of information on protocol may include:**

libraries

Internet

Federal, State and Local Government protocol departments

Aboriginal Land Councils

Australia Day Councils

Office of the United Nations.

### **Work activities that require integration of protocol may include:**

issuing invitations

preparing running sheets

preparation of briefing papers

liaison with dignitaries and officials

correspondence to dignitaries and officials

providing various services during the conduct of an event (e.g. on-site management, service of food and beverage).



**Functions where protocols need to be used may include:**

civic receptions  
formal parades  
freedom of city ceremonies  
national day receptions  
citizenship ceremonies  
private functions.

This unit applies to all tourism and hospitality enterprises. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

**Sources of information on protocol may include:**

libraries  
Internet  
Federal, State and Local Government protocol departments  
Aboriginal Land Councils  
Australia Day Councils  
Office of the United Nations.

**Work activities that require integration of protocol may include:**

issuing invitations  
preparing running sheets  
preparation of briefing papers  
liaison with dignitaries and officials  
correspondence to dignitaries and officials  
providing various services during the conduct of an event (e.g. on-site management, service of food and beverage).

**Functions where protocols need to be used may include:**

civic receptions  
formal parades  
freedom of city ceremonies  
national day receptions  
citizenship ceremonies  
private functions.

**Unit Sector(s)**

Not applicable.



## THTGTM01B Carry out general maintenance

### Modification History

Not applicable.

### Unit Descriptor

This unit deals with the skills and knowledge required to carry out general routine maintenance activities in tourism or hospitality enterprises.

This unit deals with the skills and knowledge required to carry out general routine maintenance activities in tourism or hospitality enterprises

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

Not applicable.

### Elements and Performance Criteria Pre-Content

Not applicable.

### Elements and Performance Criteria

#### Elements and Performance Criteria

#### Element

#### Performance Criteria

- |                             |                                                                      |
|-----------------------------|----------------------------------------------------------------------|
| 1 Perform maintenance tasks | 1.1 Respond promptly to requests for routine maintenance assistance. |
|-----------------------------|----------------------------------------------------------------------|

- 1.2 Select and use appropriate equipment safely and according to manufacturer's instructions.
  - 1.3 Carry out maintenance tasks correctly and promptly, in accordance with enterprise policy and procedures.
  - 1.4 Carry out maintenance tasks according to required schedules and priorities.
  - 1.5 Carry out maintenance tasks with minimum disruption to customers and colleagues.
  - 1.6 Enclose or isolate work areas where appropriate to ensure safety of customers and colleagues, using warning signage where required.
  - 1.7 Complete tasks in accordance with quality requirements.
  - 1.8 Clean work areas on completion of work.
  - 1.9 Identify problems requiring specialist assistance and seek help from the appropriate supervisor or tradesperson.
- 2 Maintain and store equipment
  - 2.1 Identify problems or faults and report them to the appropriate supervisor or tradesperson.
  - 2.2 Carry out basic maintenance on equipment on a regular basis, according to enterprise procedure.
  - 2.3 Store equipment in designated areas.
  - 2.4 Store equipment in accordance with manufacturer's specifications, enterprise requirements and occupational health and safety standards.
- 3 Perform administrative tasks
  - 3.1 Interpret maintenance requests accurately.
  - 3.2 Clarify instructions with persons making a request, when required.
  - 3.3 Complete work report forms and other required documentation accurately.
  - 3.4 Forward documentation to the appropriate person, as required.

- |                              |                                                                                                                        |
|------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 4 Assist in special projects | 4.1 Carry out work on special projects correctly, under the direction of the appropriate specialist or supervisor.     |
|                              | 4.2 Undertake liaison with other project members to ensure effective co-ordination of tasks within the total project.  |
| 5 Liaise with contractors    | 5.1 Establish and maintain contact with appropriate contractors to ensure effective co-ordination of maintenance work. |
|                              | 5.2 Provide assistance and information to contractors when required.                                                   |
|                              | 5.3 Relay accurate information between contractors and maintenance supervisors when required.                          |

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

safety and emergency procedures related to all general routine maintenance activities, including safe use of tools and equipment

selection, use and care of commonly used maintenance tools and equipment

general maintenance techniques

principles of planned, preventative maintenance

commonly used maintenance materials

environmental issues and legislation affecting general maintenance

customer service skills.

### Linkages to Other Units

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:

THTGTM02B Carry out grounds maintenance

### Critical Aspects of Assessment

Evidence of the following is critical:

ability to operate and use equipment safely and correctly

ability to perform a range of routine maintenance tasks within timeframes acceptable to the enterprise

ability to document maintenance

ability to liaise with contractors

knowledge of general procedures and requirements that apply to routine maintenance work.

### **Context of Assessment and Resource Implications**

Assessment must ensure:

access to all equipment required for routine maintenance in the relevant work context.

project or workplace activities that allow completion of real maintenance activities

completion of maintenance activities within timeframes acceptable to the enterprise and which reflect standard workplace practice.

### **Assessment Methods**

Assessment methods must be chosen to ensure that a full range of maintenance skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate completing maintenance tasks

oral or written questions to assess knowledge of maintenance techniques and tools/equipment

evaluation of work completed by the candidate

review of maintenance documentation completed by the candidate

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Responding to instructions and requests for maintenance

Seeking out and reviewing information related to work activities (1)

#### **Communicating Ideas and Information**

For example:

Receiving, following and giving instructions and information to others

Communicating with colleagues and contractors (1)

### **Planning and Organising Activities**

For example:

Planning, organising and prioritising work tasks and responsibilities according to standard maintenance schedules and timeframes

Making arrangements with contractors, colleagues and departments or sections (1)

### **Working with Others and in Teams**

For example:

Working co-operatively with colleagues in completing maintenance activities

Clarifying personal responsibilities (1)

### **Using Mathematical Ideas and Techniques**

For example:

Calculating quantities of materials required for maintenance and special projects (1)

### **Solving Problems**

For example:

Dealing with hazards

Assessing routine and non-routine maintenance (1)

### **Using Technology**

For example:

Using equipment requiring adjustment and modulation (1)

### **Essential Knowledge and Skills to be Assessed**

The following skills and knowledge must be assessed as part of this unit:

safety and emergency procedures related to all general routine maintenance activities, including safe use of tools and equipment

selection, use and care of commonly used maintenance tools and equipment

general maintenance techniques

principles of planned, preventative maintenance

commonly used maintenance materials

environmental issues and legislation affecting general maintenance

customer service skills.

### **Linkages to Other Units**

There is a link between this unit and the following unit, and combined training and assessment may be appropriate:

THTGTM02B Carry out grounds maintenance

### **Critical Aspects of Assessment**

Evidence of the following is critical:

ability to operate and use equipment safely and correctly

ability to perform a range of routine maintenance tasks within timeframes acceptable to the enterprise

ability to document maintenance

ability to liaise with contractors

knowledge of general procedures and requirements that apply to routine maintenance work.

### **Context of Assessment and Resource Implications**

Assessment must ensure:

access to all equipment required for routine maintenance in the relevant work context.

project or workplace activities that allow completion of real maintenance activities

completion of maintenance activities within timeframes acceptable to the enterprise and which reflect standard workplace practice.

### **Assessment Methods**

Assessment methods must be chosen to ensure that a full range of maintenance skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate completing maintenance tasks

oral or written questions to assess knowledge of maintenance techniques and tools/equipment

evaluation of work completed by the candidate

review of maintenance documentation completed by the candidate

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Responding to instructions and requests for maintenance

Seeking out and reviewing information related to work activities (1)

#### **Communicating Ideas and Information**

For example:



Receiving, following and giving instructions and information to others

Communicating with colleagues and contractors (1)

### **Planning and Organising Activities**

For example:

Planning, organising and prioritising work tasks and responsibilities according to standard maintenance schedules and timeframes

Making arrangements with contractors, colleagues and departments or sections (1)

### **Working with Others and in Teams**

For example:

Working co-operatively with colleagues in completing maintenance activities

Clarifying personal responsibilities (1)

### **Using Mathematical Ideas and Techniques**

For example:

Calculating quantities of materials required for maintenance and special projects (1)

### **Solving Problems**

For example:

Dealing with hazards

Assessing routine and non-routine maintenance (1)

### **Using Technology**

For example:

Using equipment requiring adjustment and modulation (1)

## **Range Statement**

This unit may apply to any sector of the tourism and hospitality industry but has particular relevance for attractions and theme parks, hotels and motels. The following explanations identify how this unit may be applied in different workplaces and circumstances.

### **Routine maintenance tasks may include:**

simple repairs

routine servicing of equipment

painting and decorating

minor demolition.

### **Special projects may include:**

construction of new attractions

landscaping

major demolition.

**Appropriate equipment may include:**

hand tools and implements

electrical tools and equipment

painting requisites

earthmoving machinery.

**Problems requiring specialist assistance include:**

major breakdowns in plant and equipment

blasting

drilling

non-routine and contract servicing

servicing of specialist equipment.

**Work report forms and other required documentation may include:**

job sheets

maintenance books, sheets and schedules

sign-off sheets

requisitions and orders

audits.

**Contractors may include:**

tradespeople such as electricians, engineers, carpenters, plumbers, landscape architects, gardeners

labourers.

**Quality requirements may include:**

standards and guidelines for external accreditation

enterprise standards and requirements

audits and reports.

This unit may apply to any sector of the tourism and hospitality industry but has particular relevance for attractions and theme parks, hotels and motels. The following explanations identify how this unit may be applied in different workplaces and circumstances.

**Routine maintenance tasks may include:**

simple repairs

routine servicing of equipment

painting and decorating

minor demolition.

**Special projects may include:**

construction of new attractions  
landscaping  
major demolition.

**Appropriate equipment may include:**

hand tools and implements  
electrical tools and equipment  
painting requisites  
earthmoving machinery.

**Problems requiring specialist assistance include:**

major breakdowns in plant and equipment  
blasting  
drilling  
non-routine and contract servicing  
servicing of specialist equipment.

**Work report forms and other required documentation may include:**

job sheets  
maintenance books, sheets and schedules  
sign-off sheets  
requisitions and orders  
audits.

**Contractors may include:**

tradespeople such as electricians, engineers, carpenters, plumbers, landscape architects, gardeners  
labourers.

**Quality requirements may include:**

standards and guidelines for external accreditation  
enterprise standards and requirements  
audits and reports.

## **Unit Sector(s)**

Not applicable.

## **THTGTM02B Carry out grounds maintenance**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit deals with the skills and knowledge required to carry out general routine grounds and garden maintenance in tourism and hospitality enterprises. Where gardening forms a major part of the job role, please refer to the standards within the Horticulture Training Package.

This unit deals with the skills and knowledge required to carry out general routine grounds and garden maintenance in tourism and hospitality enterprises. Where gardening forms a major part of the job role, please refer to the standards within the Horticulture Training Package

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

### **Elements and Performance Criteria**

#### **Elements and Performance Criteria**

| <b>Element</b> | <b>Performance Criteria</b> |
|----------------|-----------------------------|
|----------------|-----------------------------|

- 1 Perform routine gardening activities
  - 1.1 Carry out routine gardening activities, following any directions from a supervisor or other designated person.
  - 1.2 Select and use appropriate equipment safely and according to manufacturer's instructions.
  - 1.3 Follow proven gardening techniques.
  - 1.4 Wear correct/required clothing according to type of work being completed and prevailing conditions.
  - 1.5 Carry out tasks according to schedules.
  - 1.6 Cause minimum disruption to customers and colleagues.
  - 1.7 Meet quality requirements for completed work.
  - 1.8 Clean work areas following completion of work.
  - 1.9 Identify problems requiring specialist assistance and seek help from the appropriate person.
  - 1.10 Observe safe workplace practices.
- 2 Monitor the appearance and quality of grounds and gardens
  - 2.1 Identify sickly and unsightly plants and either treat or remove them.
  - 2.2 Keep grounds free of litter.
  - 2.3 Maintain lawns in the condition specified by the enterprise.
  - 2.4 Keep garden beds and lawns free of weeds.
  - 2.5 Identify hazards and take action promptly within the scope of individual responsibility.
  - 2.6 Identify ways of improving grounds and gardens presentation and make suggestions to the appropriate supervisor or other person.
- 3 Perform administrative tasks
  - 3.1 Interpret grounds maintenance requests accurately.
  - 3.2 Clarify instructions with persons making a request, when required.
  - 3.3 Complete work report forms and other required

- documentation accurately.
- 3.4 Forward documentation to the appropriate person, as required.
- 4 Maintain and store equipment
- 4.1 Identify equipment problems or faults and report them to the appropriate person.
- 4.2 Carry out basic maintenance on gardening equipment, according to manufacturer's recommendations and enterprise practice.
- 4.3 Store equipment in the designated area.
- 4.4 Store equipment in accordance with manufacturer's specifications, enterprise requirements and occupational health and safety standards.
- 5 Assist in special gardening projects
- 5.1 Carry out work on special projects correctly, under direction from the appropriate specialist or supervisor.
- 5.2 Liaise with other project members to ensure effective co-ordination of tasks within the total project.
- 6 Liaise with contractors
- 6.1 Establish and maintain contact with appropriate contractors to ensure effective co-ordination of contract work.
- 6.2 Provide assistance and information to contractors when required.
- 6.3 Relay accurate information between contractors and maintenance supervisors when required.

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

occupational health and safety/emergency procedures in relation to grounds maintenance

technical procedures for commonly used equipment in grounds maintenance

chemical usage in grounds maintenance

basic gardening techniques

basic plant knowledge

environmental issues and legislation affecting grounds maintenance.

principles of planned, preventative maintenance

customer service skills.

### **Linkages to Other Units**

There is a link between this unit and the following units and combined training and assessment may be appropriate:

THTGTM01B Carry out general maintenance

### **Critical Aspects of Assessment**

Evidence of the following is critical:

ability to operate and use all equipment correctly and safely

ability to perform a range of routine ground maintenance tasks within timeframes acceptable to the enterprise

ability to document grounds maintenance

ability to liaise with contractors

knowledge of general procedures and requirements that apply to routine grounds maintenance work.

### **Context of Assessment and Resource Implications**

Assessment must ensure:

project or workplace activities that allow access to all equipment required for routine ground maintenance and completion of real grounds maintenance activities

completion of ground maintenance activities within timeframes acceptable to the enterprise and which reflect standard workplace practice.

### **Assessment Methods**

Assessment methods must be chosen to ensure that grounds maintenance skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate undertaking grounds maintenance activities

evaluation of work completed by the candidate

oral or written questions about selection, use and maintenance of tools and equipment; plants and chemicals

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Responding to instructions and requests for grounds maintenance

Seeking out and reviewing information related to work activities

Reading and following manuals, labels and instruction sheets (1)

#### **Communicating Ideas and Information**

For example:

Receiving, following and giving instructions to others

Completing documentation (1)

#### **Planning and Organising Activities**

For example:

Planning, organising and prioritising work tasks and responsibilities according to standard schedules and timeframes

Making arrangements with specific customers, colleagues and departments or sections (1)

#### **Working with Others and in Teams**

For example:

Working co-operatively with colleagues in completing grounds maintenance activities

Clarifying personal responsibilities (1)

#### **Using Mathematical Ideas and Techniques**

For example:

Calculating quantities of chemicals required and dilution rates.

Calculating numbers of plants required for a given area given growth rate and mature size (1)

#### **Solving Problems**

For example:

Dealing with hazards

Assessing routine and non-routine cleaning and equipment maintenance (1)



## Using Technology

For example:

Using maintenance equipment requiring adjustment and modulation (1)

## Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

occupational health and safety/emergency procedures in relation to grounds maintenance

technical procedures for commonly used equipment in grounds maintenance

chemical usage in grounds maintenance

basic gardening techniques

basic plant knowledge

environmental issues and legislation affecting grounds maintenance.

principles of planned, preventative maintenance

customer service skills.

## Linkages to Other Units

There is a link between this unit and the following units and combined training and assessment may be appropriate:

THTGTM01B Carry out general maintenance

## Critical Aspects of Assessment

Evidence of the following is critical:

ability to operate and use all equipment correctly and safely

ability to perform a range of routine ground maintenance tasks within timeframes acceptable to the enterprise

ability to document grounds maintenance

ability to liaise with contractors

knowledge of general procedures and requirements that apply to routine grounds maintenance work.

## Context of Assessment and Resource Implications

Assessment must ensure:

project or workplace activities that allow access to all equipment required for routine ground maintenance and completion of real grounds maintenance activities

completion of ground maintenance activities within timeframes acceptable to the enterprise and which reflect standard workplace practice.

## Assessment Methods

Assessment methods must be chosen to ensure that grounds maintenance skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate undertaking grounds maintenance activities

evaluation of work completed by the candidate

oral or written questions about selection, use and maintenance of tools and equipment; plants and chemicals

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Responding to instructions and requests for grounds maintenance

Seeking out and reviewing information related to work activities

Reading and following manuals, labels and instruction sheets (1)

#### **Communicating Ideas and Information**

For example:

Receiving, following and giving instructions to others

Completing documentation (1)

#### **Planning and Organising Activities**

For example:

Planning, organising and prioritising work tasks and responsibilities according to standard schedules and timeframes

Making arrangements with specific customers, colleagues and departments or sections (1)

#### **Working with Others and in Teams**

For example:

Working co-operatively with colleagues in completing grounds maintenance activities

Clarifying personal responsibilities (1)

#### **Using Mathematical Ideas and Techniques**

For example:

Calculating quantities of chemicals required and dilution rates.

Calculating numbers of plants required for a given area given growth rate and mature size (1)

## **Solving Problems**

For example:

Dealing with hazards

Assessing routine and non-routine cleaning and equipment maintenance (1)

## **Using Technology**

For example:

Using maintenance equipment requiring adjustment and modulation (1)

## **Range Statement**

This unit may apply to any sector of the tourism and hospitality industry but has particular relevance for attractions and theme parks, hotels, motels, resorts and caravan parks. The following explanations identify how this unit may be applied in different workplaces and circumstances.

### **Routine gardening tasks may include:**

mowing

weeding

pruning

trimming

feeding plants and lawns

planting and sowing

spraying

edging.

### **Gardening projects may include:**

creation of new beds

refurbishment and replanting of existing beds

landscaping

planting

removal of unsuitable plants

moving plants and trees.

### **Appropriate equipment may include:**

hand tools and implements

electrical tools and equipment

earthmoving machinery

lawn mowers, including hand-operated, petrol-operated, ride-on

edgers  
rotary hoes  
hedge and tree/shrub trimmers  
leaf blasters and vacuums  
whipper snippers  
mulching machines.

**Problems requiring specialist assistance may include:**

major breakdowns in plant and equipment  
rock blasting  
drilling  
servicing of specialist equipment  
tree removal or surgery.

**Work report forms and other required documentation may include:**

job sheets  
maintenance books/sheets and schedules  
sign-off sheets  
requisitions and orders  
audits and reports.

**Contractors may include:**

tradespeople such as tree surgeons, electricians, engineers, carpenters, plumbers, landscape architects, architects  
labourers  
gardeners  
lawn mowers.

**Basic maintenance may include:**

cleaning of tools equipment  
sharpening blades and bits  
routine replacement of worn parts  
lubrication  
checking operation against manuals.

**Quality requirements may include:**

standards and guidelines for external accreditation or certification  
enterprise standards and requirements  
audits and reports on quality and compliance.

This unit may apply to any sector of the tourism and hospitality industry but has particular relevance for attractions and theme parks, hotels, motels, resorts and caravan parks. The following explanations identify how this unit may be applied in different workplaces and circumstances.

**Routine gardening tasks may include:**

- mowing
- weeding
- pruning
- trimming
- feeding plants and lawns
- planting and sowing
- spraying
- edging.

**Gardening projects may include:**

- creation of new beds
- refurbishment and replanting of existing beds
- landscaping
- planting
- removal of unsuitable plants
- moving plants and trees.

**Appropriate equipment may include:**

- hand tools and implements
- electrical tools and equipment
- earthmoving machinery
- lawn mowers, including hand-operated, petrol-operated, ride-on
- edgers
- rotary hoes
- hedge and tree/shrub trimmers
- leaf blasters and vacuums
- whipper snippers
- mulching machines.

**Problems requiring specialist assistance may include:**

- major breakdowns in plant and equipment
- rock blasting
- drilling

servicing of specialist equipment  
tree removal or surgery.

**Work report forms and other required documentation may include:**

job sheets  
maintenance books/sheets and schedules  
sign-off sheets  
requisitions and orders  
audits and reports.

**Contractors may include:**

tradespeople such as tree surgeons, electricians, engineers, carpenters, plumbers, landscape architects, architects  
labourers  
gardeners  
lawn mowers.

**Basic maintenance may include:**

cleaning of tools equipment  
sharpening blades and bits  
routine replacement of worn parts  
lubrication  
checking operation against manuals.

**Quality requirements may include:**

standards and guidelines for external accreditation or certification  
enterprise standards and requirements  
audits and reports on quality and compliance.

**Unit Sector(s)**

Not applicable.

## **TLIC107C Drive vehicle**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit involves the skills and knowledge required to drive commercial light vehicles and cars safely, including the systematic, safe and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition, and performance and effective management of hazardous situations. Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory Road Traffic Authority.

### **Application of the Unit**

Driving must be carried out in compliance with the licence requirements and regulations of the relevant state/territory roads and traffic authority.

Driving is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial vehicle across a variety of driving contexts.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

### **Elements and Performance Criteria Pre-Content**

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                           | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Drive the vehicle</b>                        | <ul style="list-style-type: none"><li>1.1 Vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturers instructions</li><li>1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage</li><li>1.3 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving</li><li>1.4 The vehicle is driven in reverse, maintaining visibility and achieving accurate positioning</li><li>1.5 Vehicle lights and indicators are used in accordance with traffic regulations and manufacturers instructions</li><li>1.6 The vehicle is parked, shut down and secured in accordance with manufacturers specifications, traffic regulations and workplace procedures</li><li>1.7 Appropriate procedures are followed in the event of a driving emergency</li></ul> |
| <b>2 Monitor traffic and road conditions</b>      | <ul style="list-style-type: none"><li>2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations</li><li>2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>3 Monitor and maintain vehicle performance</b> | <ul style="list-style-type: none"><li>3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



- 3.2 Performance and efficiency of vehicle operation is monitored during use
- 3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority
- 3.4 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

## Required Skills and Knowledge

### REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

#### Required knowledge:

Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority

Relevant OH&S and environmental procedures and regulations

Vehicle controls, instruments and indicators and their use

Vehicle handling procedures

Workplace driving and operational instructions

Driving hazards and related defensive driving techniques

Procedures to be followed in the event of a driving emergency

Engine power management and safe driving strategies

Efficient driving techniques

Pre-operational checks carried out on vehicle and related action

Differences between transmission types

Map reading and road navigation techniques

Factors which may cause traffic delays and diversions and related action that can be taken by a driver

Principles of stress management when driving a vehicle

Causes and effects of fatigue on drivers

Factors which increase fatigue-related accidents

Fatigue management strategies including on-road techniques

Lifestyles which promote the effective long-term management of fatigue

**Required skills:**

Communicate effectively with others when driving a commercial vehicle

Read and interpret instructions, procedures, information and signs relevant to the driving of a commercial vehicle

Interpret and follow operational instructions and prioritise work

Complete documentation related to the driving of a commercial vehicle

Operate electronic communication equipment to required protocol

Work collaboratively with others when driving a commercial vehicle

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when driving a commercial vehicle in accordance with regulatory requirements and workplace procedures

Implement contingency plans for unexpected events that may occur when driving a commercial vehicle

Apply precautions and required action to minimise, control or eliminate hazards that may exist during the driving of a commercial vehicle

Monitor and anticipate traffic hazards and take appropriate action

Modify activities depending on differing operational contingencies, risk situations and environments

Apply fatigue management knowledge and techniques

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Monitor performance of vehicle and take appropriate action where required

Check and replenish fluids and carry out lubrication processes in the course of work activities

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:

the underpinning knowledge and skills

relevant legislation and workplace procedures

other relevant aspects of the range statement

### **Context of and specific resources for assessment**

Performance is demonstrated consistently over a period of time and in a suitable range of contexts

Resources for assessment include:

a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or

access to an appropriate range of relevant operational situations in the workplace

In both real and simulated environments, access is required to:

relevant and appropriate materials and/or equipment, and/or

applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

**Method of assessment**

Assessment of this unit must be undertaken by a registered training organisation

As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests

Practical assessment must occur:

through appropriately simulated activities at the registered training organisation, and/or

in an appropriate range of situations in the workplace

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:

cars and vehicles equal to or less than 4.5 tonnes GVM and seating up to 12 adults, including the driver, and all types of transmission

Driving may be carried out in typical road transport situations, including:

operations conducted at day or night  
typical weather conditions  
on the open road  
on a private road  
while at a depot, base or warehouse  
while at a client's workplace or work site

Vehicle handling procedures may include:

starting a vehicle  
steering and manoeuvring a vehicle  
accelerating and braking  
positioning and stopping a vehicle  
reversing a vehicle  
operating vehicle controls, instruments and indicators  
using defensive driving techniques

|                                                                                   |                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | managing engine performance                                                                                                                                                                                                                                                                            |
| Pre-operational checks may include:                                               | visual check of vehicle<br>checking and topping up of fluid levels<br>checks of tyre pressures<br>checks of operation of vehicle lights and indicators<br>checks of brakes                                                                                                                             |
| Minor routine repairs may include:                                                | replacement of blown globes in vehicle lights<br>replacement of broken fan belt<br>replacement of blown fuse<br>replacement of door mirrors<br>repairs to rear tail-light lens<br>changing of tyres<br>repair of tyre punctures<br>replacement of broken coolant hose                                  |
| Driving hazards may include (examples only):                                      | wet and iced roads<br>oil on road<br>animals and objects on road<br>fire in vehicle<br>leaking fuel<br>faulty brakes<br>parked vehicles on the road<br>faulty steering mechanism on vehicle<br>pedestrians crossing the road<br>flooded sections of road<br>windy sections of road<br>foggy conditions |
| Factors that can cause traffic delays and diversions may include (examples only): | traffic accidents<br>flooded sections of road<br>road damage<br>bridge/tunnel damage<br>road works<br>building construction                                                                                                                                                                            |

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   | emergency situations such as bushfires, building fires, etc.                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                   | road closures for special events such as marches, parades, etc.                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                   | holiday traffic                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                   | road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.                                                                                                                                                                                                                                                                                                                  |
| Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: | company procedures<br>enterprise procedures<br>organisational procedures<br>established procedures                                                                                                                                                                                                                                                                                                                   |
| Documentation/records may include:                                                                                | state/territory driving licence requirements<br>state/territory road rules<br>workplace driving instructions and procedures<br>vehicle manufacturers instructions, specifications and recommended driving procedures including pre-operational checks of vehicle<br>emergency procedures<br>vehicle log book or record book (where required)                                                                         |
| Applicable procedures and codes may include:                                                                      | relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to the class of vehicle<br>relevant state/territory road rules<br>relevant state/territory permit regulations and requirements<br>relevant state/territory OH&S legislation<br>relevant state/territory fatigue management regulations<br>relevant state/territory environmental protection legislation |

## **Unit Sector(s)**

Not applicable.

## **Competency Field**

C - Driving Vehicle

## **TLIR4002A Source goods/services and evaluate contractors**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

This unit involves the skills and knowledge required to source goods/materials/services and evaluate contractors including analysing supply requirements, and evaluating and selecting appropriate potential contractor(s). Licensing, legislative, regulatory or certification requirements are applicable to this unit.

### **Application of the Unit**

#### **Application of the Unit**

Work is performed under general guidance on progress and outcomes of work. It involves discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures. This includes the application of established workplace procedures to source goods and to evaluate potential contractors.

A range of opportunities may be used to develop the work area and to support the development of work systems and innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it.

The unit generally applies to those with responsibility for resource coordination and allocation and who provide leadership of others individually or in teams.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

Not Applicable



## Employability Skills Information

**Employability Skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1 Analyse supply requirements

- 1.1 Purpose and specifications of required goods/services are identified
- 1.2 Criteria to evaluate potential or existing contractor performance is established
- 1.3 Quantities of required goods/services are determined
- 1.4 Frequency of ordering/requesting of goods/services is identified

#### 2 Evaluate potential contractors

- 2.1 Contractors of requested goods/materials/services are identified
- 2.2 Comparative costings for goods/materials/services are obtained
- 2.3 Contractors' ability to provide a consistent level of performance on repeat jobs is assessed
- 2.4 Contractors are evaluated in relation to established criteria and in accordance with workplace and regulatory procedures
- 2.5 A prioritised contractor shortlist is established based on the capacity of contractors to provide a cost competitive quality service
- 2.6 The outcomes of the contractor selection process are documented including recommendations for actioning agreements/contracts with selected contractors
- 2.7 Information and data generated during the selection process is filed and maintained in accordance with workplace procedures

## Required Skills and Knowledge

### REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

#### Required knowledge:

- Relevant regulatory and code requirements
- Relevant OH&S responsibilities and procedures
- Workplace policies, procedures and protocols for the sourcing and supply of goods/services, and the evaluation of potential supply contractors
- Workplace grievance and disputation handling policies and procedures
- Workplace business policies and plans as they relate to supply contracts, including procedures for maintenance of confidentiality
- Focus of operation of recording, reporting and statistical analysis systems and resources
- Resource availability including the processing capacity of equipment and software systems for statistical analysis of data
- Typical problems that can occur when sourcing goods and services and evaluating contractors, and related appropriate action that can be taken

#### Required skills:

- Communicate and negotiate effectively with others when sourcing goods and services and evaluating contractors
- Read and interpret instructions, procedures and information and signs relevant to the sourcing of goods and services and the evaluation of contractors
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the sourcing of goods and services and the evaluation of contractors
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when sourcing goods and services and evaluating contractors
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when sourcing goods and services and evaluating contractors in accordance with regulatory requirements and workplace procedures
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and appropriately apply technology, information systems and procedures to workplace

**Required skills:**

tasks

- Adapt to differences in equipment in accordance with standard operating procedures

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

**Context of and specific resources for assessment**

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

**Method of assessment**

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation,

## EVIDENCE GUIDE

and/or

- in an appropriate range of situations in the workplace

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The workplace environment may involve twenty-four hour operation and may include:                                 | <ul style="list-style-type: none"> <li>• single and multi-site location</li> <li>• large, medium or small companies</li> </ul>                                                                                                                                                                                                                                                          |
| Services, products, risks, work systems and requirements may:                                                     | <ul style="list-style-type: none"> <li>• potentially vary across different sections of the workplace</li> </ul>                                                                                                                                                                                                                                                                         |
| Operations require:                                                                                               | <ul style="list-style-type: none"> <li>• customer and supplier contact and coordination</li> </ul>                                                                                                                                                                                                                                                                                      |
| Contractors may be:                                                                                               | <ul style="list-style-type: none"> <li>• for one-off or repeat supplies/contract services</li> </ul>                                                                                                                                                                                                                                                                                    |
| Document/data interchange may be:                                                                                 | <ul style="list-style-type: none"> <li>• electronic</li> <li>• paper-based</li> </ul>                                                                                                                                                                                                                                                                                                   |
| Selection processes include:                                                                                      | <ul style="list-style-type: none"> <li>• procedures for maintenance of confidentiality and integrity</li> </ul>                                                                                                                                                                                                                                                                         |
| Personnel in work area may include                                                                                | <ul style="list-style-type: none"> <li>• other employees and supervisors</li> <li>• customers and suppliers</li> <li>• external authorities and agencies</li> <li>• management and union representatives</li> <li>• industrial relations, occupational health and safety specialists</li> <li>• other professional or technical staff, contractors and maintenance personnel</li> </ul> |
| Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: | <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>                                                                                                                                                                                                          |
| Information/documentation may include:                                                                            | <ul style="list-style-type: none"> <li>• quality and work specifications and procedures</li> <li>• specifications for required products or services</li> <li>• manufacturers specifications and/or suppliers handling and storage advice</li> </ul>                                                                                                                                     |

## RANGE STATEMENT

Applicable regulations and legislation may include:

- workplace procedures, policies and instructions
- OH&S regulations and procedures
- supplier and/or client instructions
- materials safety data sheets
- relevant agreements, codes of practice including the national standards for manual handling and the industry safety code
- legislation, regulations and related documentation, including regulations related to hazardous substances, dangerous goods and environment protection
- reports of accidents and incidents within regulatory requirements and enterprise procedures
- workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information
- quality assurance procedures
- relevant regulations, standards and codes of practice
- relevant Australian and state/territory OH&S legislation
- equal employment legislation and related policies
- environmental protection regulations
- hazardous substances and dangerous goods codes
- relevant Australian standards and certification requirements
- licence, patent or copyright arrangements

## Unit Sector(s)

Not Applicable

## Competency Field

Competency Field

R - Contract Procurement