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Agrifood Industry Skills Council

RGR02 Racing Industry Training Package

Volume 2 of 3

ISC INDUSTRY SKILLS COUNCILS

Creating Australia's Future

RGR02
Racing Industry Training Package

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

Volume 2 of 3
Racing Training (Competency Standards relating to Horse Racing)

Other Volumes

Racing Industry Training Package

Competency Standards relating to Greyhound Racing

RGR02 Racing Industry Training Package

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Version Modification History

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

Version	Release Date	Comments
1.00	23/05/03	Imported Unit SRSCOP026A omitted in error, re-instated in Volume 2
1.00	10/02/03	Fully revised Training Package now RGR02
1.01	September 1999	1. Additional of AQF Certificate 1 Units and Qualifications New Units: RGR001A RGR002A RGR003A RGR004A RGR005A Qualifications: RGR10199 RGR10299 RGR10399 2. Changes were made to the performance criteria of the Unit RGR016A resulting in RGR016B
1.00	June 1998	Primary Release of RGR98

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

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

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

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

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

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

Statement of Attainment

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

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

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Qualifications Framework

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

Coding of Units of Competency

Coding System

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

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

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

Summary of Units of Competency

Horse Code Units

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

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

Greyhound Code Units

Greyhound Code

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

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

Racing Industry Qualification Structure

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

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

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

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

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

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

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

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

Qualifications Structure (Thoroughbred Trainer)

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

Qualifications Structure (Jockey)

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

Qualifications Structure (Advanced Harness Driver)

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

Qualifications Structure (Trackrider)

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

Qualifications Structure (Greyhound Trainer)

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

New Apprenticeship Pathways

New Apprenticeship pathways are applicable to:

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

Pathways to Racing Industry Qualifications
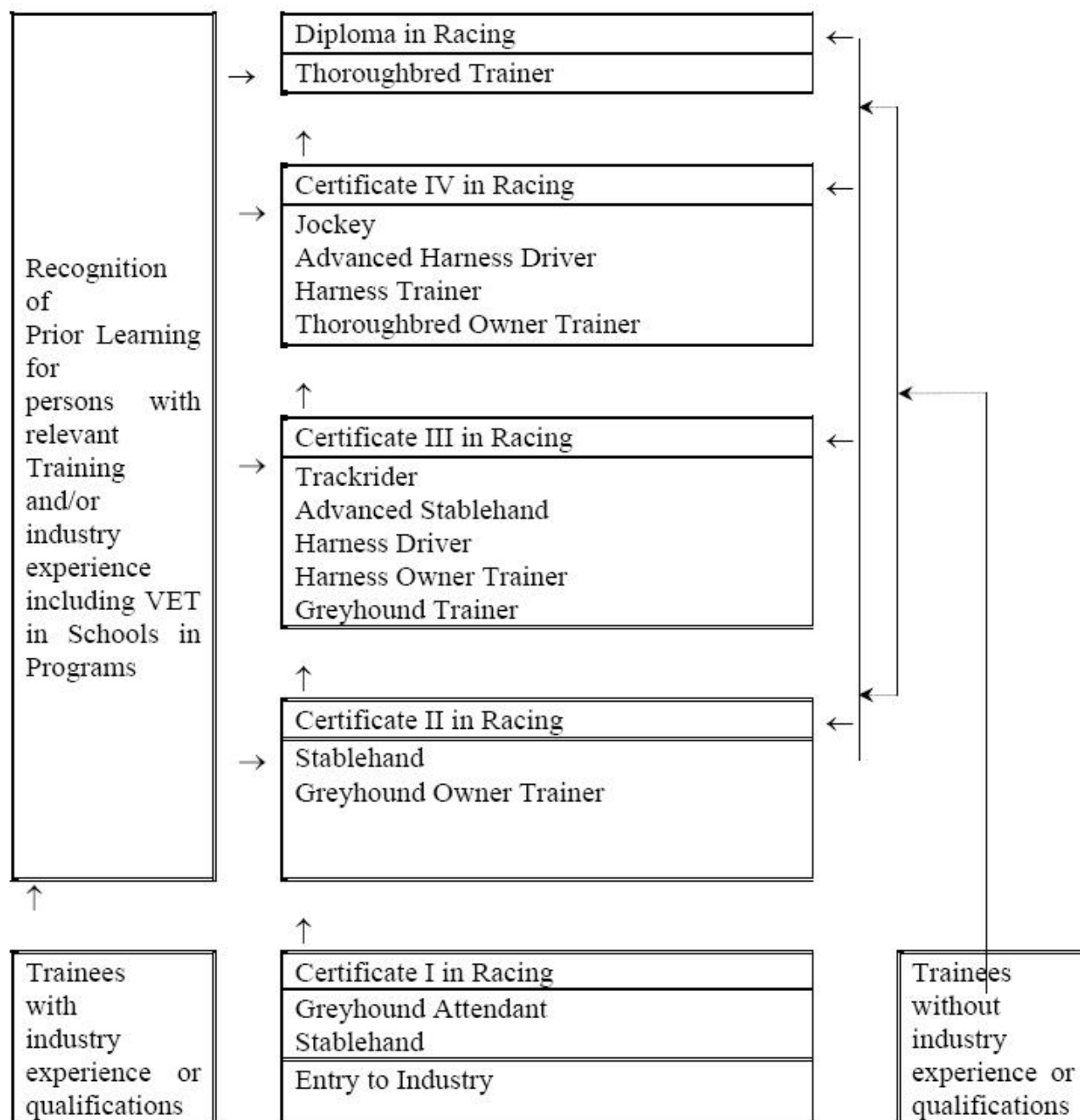
Relevant Qualifications from other Training Packages

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

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

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

Qualification Requirements

* denotes optional elective

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

Thoroughbred Trainer				

Assessment Guidelines

Introduction

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

Assessment System Overview

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

Benchmarks for Assessment

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

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

Australian Quality Training Framework Assessment Requirements

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

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

Registration of Training Organisations

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

Quality Training and Assessment

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

Assessor Competency Requirements

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

Assessment Requirements

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

Assessment Strategies

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

Mutual Recognition

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

Access and Equity and Client Services

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

Partnership Arrangements

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

Recording Assessment Outcomes

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

Issuing AQF Qualifications and Statement of Attainment

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

Licensing

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

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

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

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

Registration of Employees

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

Licensing/Registration Requirements (where applicable)

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

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

Pathways

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

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

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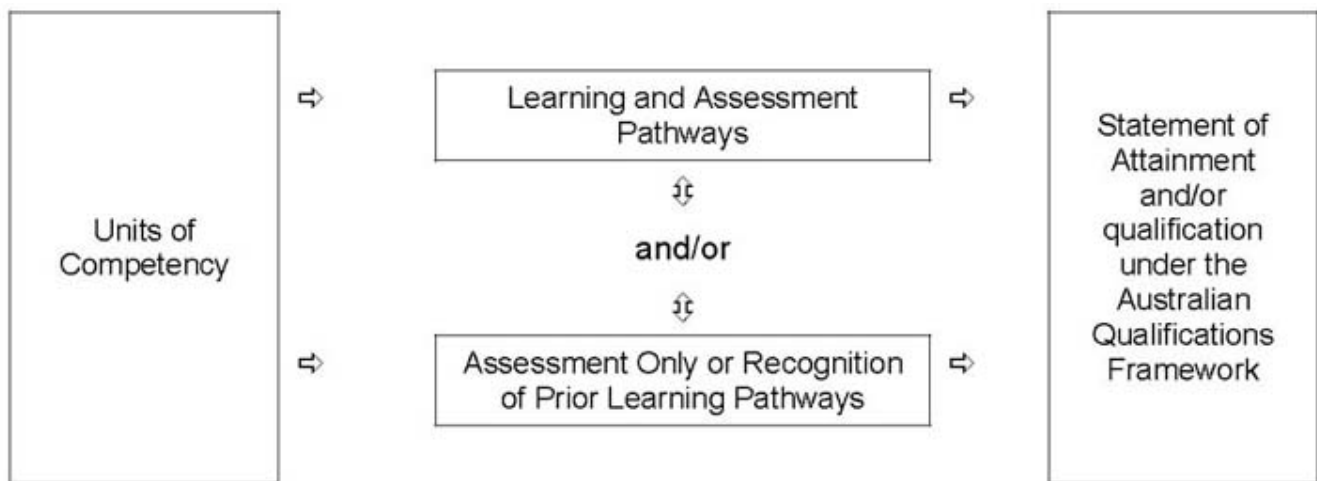
Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

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

Learning and Assessment Pathways

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

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

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

Assessment-Only or Recognition of Prior Learning Pathway

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

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

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

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

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

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

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

Combination of Pathways

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

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

Assessor Requirements

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

Assessor Competencies

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

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

     i   the following competecies[1] from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:

         a   TAAASS401A Plan and organise assessment;
         b   TAAASS402A Assess competence;
         c   TAAASS404A Participate in assessment validation;

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

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

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

Designing Assessment Tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

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

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

Conducting Assessment

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

Mandatory Assessment Requirements

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

8		**RTO Assessments**

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

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

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

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

   iii.   are valid, reliable, fair and flexible;

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

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

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

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

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

   ix.   provide for reassessment on appeal.

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

   b   The RTO must have an RPL process that:

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

Access and Equity

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

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

Further Sources of Information

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

Contacts

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

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

General Resources

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

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

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

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

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

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

Assessment Resources

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

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

1   Training Package Assessment Materials Kit

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

Assessment Tool Design and Conducting Assessment

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

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

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

Assessor Training

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

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

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

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

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

Assessment System Design and Management

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

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

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

RGRH103A	Prepare for work in the horse codes of the racing industry
Unit Descriptor	This unit relates to the industry knowledge that an individual requires to work, communicate and plan a career in the thoroughbred and standardbred codes of the racing industry. This unit involves competencies related to roles, rights, responsibilities and professional behaviour for individuals working in occupations in the racing industry that relate directly to the care and welfare of horses. It requires knowledge of relevant rules of racing and knowledge of workplace policies and personal presentation standards.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA	
1. Work within the administrative structure of the Racing Industry	1.1	Key features of the **structure of the Racing Industry** in Australia are identified and applied.
	1.2	Key features of the structure of the relevant racing code are identified and applied.
	1.3	**Roles and responsibilities** of relevant industry personnel are identified and assessed.
	1.4	Relevant **rules of racing** are known and applied.
	1.5	Role and functions of relevant professional associations in the Racing Industry are identified and assessed.
2. Work in accordance with the rights, responsibilities and employment context in the Racing Industry	2.1	Rights and responsibilities of employers, employees and other relevant industry personnel are known and applied.
	2.2	Key features of the industrial relations system as it operates in Australia, particularly in regard to the Racing Industry, are identified and accessed as appropriate.
	2.3	Employment related **legislation and regulations** that impact on the Racing Industry are identified and complied with.
	2.4	Workplace policies and procedures, including those concerned with reporting lines, security and confidentiality, are known and implemented.
3. Conform with workplace requirements for personal presentation	3.1	Dress, grooming and personal presentation conforms to industry norms in the workplace and at work related events.
	3.2	Personal behaviour conforms to industry norms in the workplace and at work related events.
4. Communicate appropriately in the Racing Industry	4.1	Verbal **communication skills** necessary to communicate within the workplace are demonstrated.
	4.2	Written communication skills necessary to communicate within the workplace are demonstrated.
	4.3	Use of appropriate **technology** in the communication process is demonstrated.
	4.4	Workplace requirements for communicating information are applied.

5.	Work within Industry workplace requirements and opportunities	5.1	Sources of *career options* are identified and evaluated.
		5.2	Career options in Racing and associated industries are identified.
		5.3	Personal circumstances capabilities and interests are identified and compared with career options.
		5.4	Personal career goals and objectives are set.
		5.5	Career development needs and opportunities are identified and regularly reviewed and revised.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By reporting to trainers on matters occurring in the workplace. By relaying messages, speaking clearly and fluently in the work environment, giving and receiving clear and simple written/oral messages	1
Collecting analysing and organising information	By reference to official publications, racing calendars, textbooks and training material, racing journals and periodicals, supervisors and work colleagues, posters and diaries.	1
Planning and organising activities	Daily work routine is studied, rules of racing and racing calendar are consulted regularly, equipment organised, clothing appropriate to tasks organised, work timetable planned.	1
Working with others and in teams	By liaison with employers and supervisors and work colleagues to plan and distribute work and tasks.	1
Using mathematical ideas and techniques	By calculating time for journeys to and from work sites.	1
Solving problems	By observing and reporting unusual behaviour or conditions in animals, by detecting potential hazards in the workplace, by requesting information and assistance from supervisors.	1
Using technology	Through use of mobile phones and facsimile to communicate, and use of computers for internet access to general information.	1

RANGE STATEMENT

The Range Statement indicates how this competency standard can be used in the environment of the racing industry to assess workers involved in the care and welfare of horses in accordance with industry standards. The environment covers racecourses, stables, administration buildings, training tracks and public places. The Range Statement makes allowance for differences within enterprises and workplaces, including work practices, and covers the knowledge and skill requirements of thoroughbred and harness codes.

- The industry consists of national and state/territory administrations and racing industry associations, national and state/territory racing industry government administration bodies, code controlling bodies, principal clubs, race clubs, totalisator boards.

- Stewards - administer, control and regulate conduct of race meetings
- Industry administrators - manage the functions of the industry
- Club secretaries - manage affairs of the racing clubs and organise race meetings
- Trainers - prepare horses for racing and engage jockeys/drivers for owners
- Jockeys (thoroughbred specific), drivers (harness specific) - compete in races for owners and self
- Race day staff, stablehands, track work riders/drivers - attend to the care, welfare and preparation of horses for racing

- Australian and local rules of racing, Occupational Health and Safety Act, equal employment opportunity, superannuation awards, union coverage and work agreements, workers compensation, anti discrimination and harassment legislation, taxation law.

- Principles of maintaining personal health and fitness, nutrition, impact of drug/alcohol use on health and fitness levels, health and fitness levels necessary to undertake specific tasks, vaccination requirements.

- Stables, training tracks, racecourses, industry functions and meetings

- Researching employment opportunities, constructing and maintaining resumes and supporting documentation, identifying professional development including further education and training options to enhance career opportunities for the individual.

- Personal budgeting and financial management, literacy and numeracy levels necessary to be functional in the workplace, communication skills.

- Answering questions, describing actions, requesting clarification, giving and receiving clear, accurate and simple messages to people such as veterinarians, farriers, suppliers, owners, trainers, riders/drivers, stewards, race day personnel and other stable employees, and listening to and interpreting information/instructions, and responding to information/instructions.

- Work rosters, simple documents, phone messages, written notes, stable procedures/reporting forms.

- Telephones/mobile phones, answering machines, fax, computer communication such as e-mail and Internet, and use of computers to retrieve data.

EVIDENCE GUIDE

Evidence to demonstrate competence for this standard

Competence in operating effectively in the racing industry requires evidence that industry structures are known and protocols and procedures are known and practised. Evidence to demonstrate consistent achievement of the unit's performance criteria includes:

Knowledge and Understanding of:	• The relevant code's administrative structure, at national and own state/territory and club level, including roles and responsibilities of key administrative personnel related to racing and training standardbreds or thoroughbreds • Own roles and responsibilities and relationships with other industry personnel • Race day procedures and roles and responsibilities of race day personnel • Chain of command in relation to the work environment • Regulations related to non-discriminatory language and behaviour and the transfer of information • Dress code requirements as determined by industry or workplace • Awards and relevant union coverage • Career planning options

Knowledge and Application of:	• Relevant industry rules and regulations pertaining to rights and responsibilities, dress codes, and communication of information • Principles and practices relating to maintenance of personal health and fitness • Industry requirements relating to the standard of dress, personal hygiene and conduct appropriate to the workplace situation
Demonstration of:	• Interpreting work orders/instructions correctly including task and time requirement • Communication, including reading/writing simple messages, speaking clearly and fluently in the work environment, giving and receiving clear and simple written/oral messages • Operation of communication equipment such as telephone/mobile phones, facsimile machines, answering machines. • Setting personal goals and career planning
Context of Assessment	Competency in this unit is to be demonstrated in the normal work environment and routine of stables and racecourses and training tracks. Assessment must relate to the business of training and racing horses, and occur under actual or simulated racing industry conditions.
Method of Assessment	Assessment methods may include: • Observation of work practices • Inspection of completed work • Questioning of underpinning knowledge • Simulation exercises • Written examination or assignments
Resource Implications	• Adequate assessment will require access to racing stables. • It will be necessary for assessment to occur during the normal routine and operation of the racing establishment. • It may be necessary to access this environment on a number of occasions to complete the range of assessment tasks required. • Theoretical components require access to an appropriate environment such as a classroom. • All elements will require a qualified Assessor. A Qualified Industry Assessor will be required for Element 2 (*rights and responsibilities*), and Element 3 (*industry standards of dress and grooming*).

| **Pre-requisite Assessment of Units** | This unit should be assessed after competency has been established in the following unit: |

- RGRH101A Introduction to Occupational Health and Safety Procedure

RGRH104A

Unit Descriptor

Perform basic stable duties

This unit focuses on the competencies associated with the performance of a range of basic stable duties relating to the general care and maintenance of racing thoroughbreds and standardbreds housed in commercial stables.

The term "well-educated horse" is used throughout this standard. This 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.

Unit Sector

Horse

ELEMENT	PERFORMANCE CRITERIA
1. Perform stable maintenance duties	1.1 Stable layout, facilities and equipment are identified. 1.2 **Stable** maintenance routine is implemented. 1.3 Boxes are cleaned and bedding replaced in accordance with stable routine. 1.4 Stable environment and yards are cleaned, swept or raked according to the stable routine. 1.5 Hazards in the workplace are identified and reported in an appropriate manner to the correct person.
2. Provide food and water to horses	2.1 **Food and water** are prepared and delivered according to instructions. 2.2 Contaminated food is identified, and reported to the correct person and in the appropriate manner. 2.3 Variations to individual eating and drinking patterns are observed and reported to the correct person in an appropriate manner.
3. Store and maintain gear	3.1 Different types of gear are correctly identified for the purpose required. 3.2 **Gear** is cleaned, checked and maintained. 3.3 Signs of wear and damage to gear, are reported to the correct person in an appropriate manner. 3.4 Gear is stored appropriately
4. Contribute to the monitoring of the health and welfare of horses	4.1 Principles of animal welfare are known and applied when working with horses. 4.2 Normal behaviour of horses is known and abnormal behaviour is identified and reported to the correct person in an appropriate manner. 4.3 Symptoms of **common illnesses and injuries** in horses are known, identified and reported to the correct person in an appropriate manner.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By reporting to trainers and supervisors on matters occurring in the workplace such as condition and behaviour of animals, condition of gear, hazards and problems, and by conversing with other workers to obtain and impart information.	1
Collecting analysing and organising information	By reference to work rosters, feeding charts, textbooks and training material, posters and diaries.	1
Planning and organising activities	Daily work routine is studied, equipment and gear is checked and organised, horses identified, clothing appropriate to tasks organised, timetable planned.	1
Working with others and in teams	By liaison with employers, supervisors and work colleagues to plan and distribute work and tasks and report on completion of work.	1
Using mathematical ideas and techniques	Not applicable to this unit.	-
Solving problems	By observing and reporting illness, unusual behaviour or changes in conditions of animals, by detecting potential hazards in the workplace.	1
Using technology	Through use of mobile phones and facsimile to communicate, and use of computers for internet access to general information.	1

RANGE STATEMENT

The Range Statement indicates how this competency standard can be used in the environment of the racing industry to assess workers involved in the care and welfare of horses. The environment covers racecourses, stables, training tracks and public places. The Range Statement makes allowance for differences within enterprises and workplaces, including work practices, and covers the knowledge and skill requirements of thoroughbred and harness codes.

- Cleaning of boxes and yards
- Removal of faeces and spoiled bedding
- Cleaning of food and watering containers
- Hosing, sweeping, raking yards and stable environments

- Transporting boots, bandages, strapping

- **Thoroughbreds:** bits, bridles, reins, halters saddles, stirrup leathers and irons, martingales, blinkers, pacifiers, leads
- **Standardbreds:** harness, hopples, head collars, bridles, bits, sulkies, blinkers, pacifiers, leads

- Illnesses Colic
- **Signs of unhealthy horses** are stringhalt, cracked heels, swollen joints, dull coat, dull eye, discharge, elevated temperature, and listlessness
- **Symptoms of injuries** may include but are not restricted to: heat in limbs, cuts, abrasions, and lameness strains, sprains, fractures

EVIDENCE GUIDE

Competence in handling horses effectively requires evidence that animal behaviour is known and taken into account when carrying out the duties of attending to and caring for race horses in various environments and at varying times. Evidence that principles of animal welfare and stable procedures, maintenance requirements of a range of gear, and symptoms of common illnesses are known is required.

Critical Aspects of Evidence   Evidence to demonstrate consistent achievement of the unit's outcomes includes:

Demonstration of:	• Interpreting and applying relevant industry and stable rules, regulations and procedures pertaining to the training and racing of horses
	• Identifying different items of working gear and assessing their condition in terms of safe use and the need for repair
	• Identifying symptoms of common injuries and signs of ill health in horses
	• Applying stable routines for the maintenance of the training establishment, and the care of horses
	• Ability to complete routine tasks correctly and within the nominated time frame
	• Ability to safely handle "well educated horses" by leading and restraining when undertaking basic stable tasks

Knowledge and Understanding of:	• Purpose of gear and reasons for identifying and reporting maintenance needs
	• Symptoms of and ways of checking for, common injuries and ailments in horses
	• Procedures and routines relating to the care and management of horses

Context of Assessment

This unit is largely practical in nature with some theoretical components. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.

Theoretical components will include symptoms of common illnesses and injuries and purpose of gear

All assessment must:

- Relate to "well educated" horses housed in an appropriate stable environment
- Include a variety of horses of different ages

Method of Assessment

Practical components may be assessed by:

- Observation of work practices
- Inspection of completed work
- Questioning of underpinning knowledge
- Demonstration of tasks

Theoretical components may be assessed by:

- Questioning of underpinning knowledge
- Oral testing
- Short answer or multiple choice testing
- Written examination or assignments

Resource Implications	Resource implications refers to the resources that are necessary for undertaking the assessment

- Adequate assessment will require access to racing stables.
- It will be necessary for assessment to occur during the normal routine and operation of the establishment.
- It may be necessary to access this environment on a number of occasions to complete the range of assessment tasks required.
- Qualified Assessors will be required for this unit.

Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following unit:

- RGRH101A Introduction to Occupational Health and Safety Procedures,
- And may be assessed in conjunction with RGRH102A - Catch, groom and handle horses safely under supervision.

RGRH205A	**Perform basic riding or driving tasks**
Unit Descriptor	This unit focuses on the competencies associated with basic horse riding or basic driving tasks performed by a novice rider/driver with a "well-educated horse" with a docile temperament.
	Consequently when performance criteria are applied they will relate to either a harness horse or a thoroughbred and statements of attainment for this unit will reflect this distinction.
	The term "well educated horse" is used throughout this standard. This 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.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Protect the welfare of people and horses	1.1 Appropriate **safety apparel** is selected, worn, stored and maintained.
	1.2 Gear is checked for safety and adjusted prior to riding or driving.
	1.3 **Safety requirements** for riders or drivers, horses and others in the general vicinity, including general rules/regulations and venue specific requirements, are followed.
	1.4 Conditions that may lead to dangerous riding or driving situations are identified and discussed with the supervisor.
	1.5 Individual horse behaviour is researched, identified and taken into consideration
2. Apply basic riding or driving skills	2.1 Riding or driving instructions issued by supervisor are implemented.
	2.2 Driving out of cart with long reins, (harness specific).
	2.3 Horse or sulky is mounted safely in accordance with supervisor's instructions.
	2.4 Correct riding or driving position is demonstrated and maintained.
	2.5 **Natural and artificial aids** are identified, and used to control movement, speed, and direction of a horse at walk, trot, and canter.
	2.6 Horse or sulky is dismounted safely in accordance with supervisor's instructions.
	2.7 **Riding or driving skills** are evaluated in consultation with supervisor.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By reporting to supervisors on matters occurring in the workplace such as condition and behaviour of animals when ridden or driven, condition of riding and driving gear, and by conversing with other workers to obtain and impart information on horses' characteristics.	1
Collecting analysing and organising information	By reference to textbooks and training material, and instructors and trainers for advice and information.	1
Planning and organising activities	Daily work routine is studied, equipment and gear is checked and organised, horses identified and prepared, clothing and riding aids appropriate to tasks organised.	1
Working with others and in teams	By liaison with employers, supervisors and work colleagues to plan and distribute work and tasks and report on completion of work.	1
Using mathematical ideas and techniques	Not applicable to this unit.	-
Solving problems	By observing and reporting illness, unusual behaviour or changes in conditions of animals when ridden or driven.	1
Using technology	Through use of mobile phones and facsimile to communicate.	1

RANGE STATEMENT

The Range Statement provides details of how this competency standard can be used to gain the skills of basic riding or basic driving of "well educated " horses. These skills can be exercised in a controlled environment of stables, yards, and training tracks and at moderate gaits under supervision of qualified instructors.

- Approved rider or driver safety apparel [approved Australian Standard helmet, clothing and footwear]
- Approved gear for horse
- Approved riding aids

- Horses ridden or driven singly under direct supervision
- Horses must be well educated with a docile temperament

- Well-educated thoroughbred or harness horse with docile temperament

EVIDENCE GUIDE

Critical Aspects of Evidence	Critical Aspects of Evidence relate to particular knowledge, understanding and skills that are essential to performance when working with a well-educated horse with docile temperament.
	Evidence gathered should relate to harness <u>or</u> thoroughbred horses and be applied in the relevant codes of the racing industry.
	Evidence to demonstrate consistent achievement of the unit's outcomes includes:
Demonstration of:	• Consistently applying safe handling and work practices when dealing with horses • Identifying and correctly using different items of riding/driving apparel • Identifying and correctly using different items of gear and assessing its condition in terms of safe use and the need for repair • Applying natural and artificial aids to control the speed and direction of a horse at walk and trot • Identifying the gait at which a horse is working

Knowledge and Understanding of:	• Principles of animal welfare • Basic industry terminology related to riding/driving horses • Communication procedures within the stable and the wider racing industry • Purpose of using appropriate safety apparel • Natural and artificial aids use to control the speed and direction of a horse
Context of Assessment	This unit is largely practical in nature. Assessment of the practical components of this unit will be by observation of relevant skills. All practical assessment must be conducted with a well-educated horse that has a docile temperament.
Method of Assessment	Assessment may include: • Observation of riding <u>or</u> driving skills • Questioning of underpinning knowledge • Practical tests • Written examination or assignments.
Resource Implications	• Adequate assessment may require access to an appropriate practical environment with a variety of well-educated harness <u>or</u> thoroughbred horses. • It may be necessary to assess in a suitable environment on a number of separate occasions to complete the range of assessment tasks required . • Qualified Industry Assessors will be required for this unit.
Pre-requisite Assessment of Units	This unit should be assessed after competency has been established in the following units: • RGRH101A Introduction to Occupational Health and Safety Procedures • RGRH102A Catch, groom, and control horses safely under supervision Or • RGRH206A Apply Occupational Health and Safety Procedures • RGRH207A Handle horses safely

RGRH209A	**Care for horses**
Unit Descriptor	This unit is concerned with the competencies relating to the general care and maintenance of racing thoroughbreds or standardbreds housed in commercial stables. The competencies apply to the occupation of stable hand operating in the working environment of stables, racecourses and training tracks. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
Unit Sector	Horse

ELEMENT		**PERFORMANCE CRITERIA**
1. Perform stable maintenance duties	1.1	Knowledge of the **stable maintenance routine** is demonstrated.
	1.2	Boxes are cleaned and bedding replaced in accordance with stable routine.
	1.3	**Stable environment** and yards are cleaned, swept or raked within appropriate time frames and according to the stable routine.
	1.4	**Hazards in the workplace** are identified and reported in the appropriate manner and to the stable nominated person.
2. Provide food and water to horses	2.1	**Food and water** are prepared and delivered according to instructions.
	2.2	Contaminated food is identified, and reported to the correct person and in the correct manner.
	2.3	Variations to individual eating and drinking patterns are observed and reported to the correct person and in the correct manner.
	2.4	Importance of correct feed preparation and the consequences of incorrect use of **additives** such as alkalising agents, is understood.
3. Prepare horses for track work and return from track work	3.1	**Gear and rugs** are correctly identified, selected and checked for wear.
	3.2	Horses are correctly fitted with nominated gear and prepared for work according to stated routine.
	3.3	Gear is safely removed cleaned and stored in accordance with procedures.
	3.4	**Stable procedures** for the post work/exercise care of horses is known and followed.
	3.5	Rugs are correctly selected, fitted, and adjusted.
4. Groom horses	4.1	Correct **stable routine** for **grooming horses** is known and demonstrated.
	4.2	Horses are groomed according to instructions, in a safe manner and within the nominated time frame.
	4.3	Horses are checked for **injury or illness** during grooming and irregularities are reported to the correct person and within the nominated time frame.

5.	Maintain and fit working gear	5.1	Working gear is cleaned, checked and maintained correctly within the nominated time frame.
		5.2	Signs of wear and damage to gear, are reported to the correct person and within the nominated time frame.
		5.3	***Working gear*** is correctly selected for specified purpose.
6.	Monitor health & welfare of horses	6.1	Symptoms of common illnesses and injuries are known and identified.
		6.2	Temperature of horses is taken.
		6.3	Horses hooves are cleaned and legs and hooves checked for soreness, inflammation and lameness.
7.	Attend race meetings as required	7.1	***Pre and post race duties*** for the care of horses are known and able to be demonstrated.
		7.2	All ***race day duties*** relating to the care of horses are correctly undertaken, within the appropriate time frame.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By reporting to trainers and supervisors on matters occurring in the workplace such as condition and behaviour of animals, condition of gear, hazards and problems, and by conversing with other workers and racecourse officials to obtain and impart information.	1
Collecting analysing and organising information	By reference to official publications, racing calendars, log books, feeding charts, posters and diaries.	1
Planning and organising activities	Daily work routine is studied, equipment and gear is checked and organised, horses identified, clothing appropriate to tasks organised.	1
Working with others and in teams	By liaison with employers, foremen and work colleagues to plan and distribute work and tasks and report on completion of work.	1
Using mathematical ideas and techniques	By calculating time for journeys to racecourses, by measuring quantities of feed, by using safe working loads when lifting or towing.	1
Solving problems	By observing and reporting unusual behaviour or conditions in animals, by responding to a variety of erratic behaviours and making recommendations for modification of behaviour, by detecting potential hazards in the workplace, by analysing work practices and suggesting improvements.	1
Using technology	Through use of mobile phones and facsimile to communicate, and use of computers for internet access to race programming and general information.	1

RANGE STATEMENT

The Range Statement indicates how this competency standard can be used in the environment of the racing industry to assess workers involved in the care and welfare of horses that are either standardbreds or thoroughbreds. The environment covers racecourses, stables, administration buildings, training tracks and public places. The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Cleaning of boxes and yards
- Removal of faeces and spoiled bedding
- Cleaning of food and watering containers
- Hosing, sweeping, raking yards and stable environments

- Inspection and grooming of horses
- Cleaning of hooves
- Washing horses
- Gearing and ungearing horses
- Walking horses prior to and after exercise
- Swimming horses
- Rugging horses

- General grooming tasks associated with the maintenance of health in horses.
- Specific grooming tasks associated with preparing horses for presentation at race meetings.

- Correct mix and quantity of feed provided to individual horses
- Contaminated feed reported
- Rules of cleanliness and hygiene applied
- Knowledge of alkalising agents

- Transporting boots, bandages, strapping, rugs

- **Thoroughbreds:** bits, bridles, reins, halters saddles, stirrup leathers and irons, martingales, blinkers, pacifiers, leads
- **Standardbreds:** harness, hopples, head collars, bridles, bits, sulkies, blinkers, pacifiers, leads

- Illnesses Colic
- **Signs of unhealthy horses** are stringhalt, cracked heels, swollen joints, dull coat, dull eye, discharge, elevated temperature, and listlessness
- **Symptoms of injuries** may include but are not restricted to: heat in limbs, cuts, abrasions, and lameness strains, sprains, fractures

- Attendance to animal welfare at the stalls
- Preparation of horses for racing and warming up
- Parading horses
- Assisting in the swabbing situation
- Cooling down horses post race
- Washing, scraping, drying and rugging horses

EVIDENCE GUIDE

Competence in handling horses effectively requires evidence that animal behaviour is known and taken into account when carrying out the duties of attending to and caring for race horses in various environments and at varying times.

Evidence of handling techniques and use of gear consistently applied to a variety of horses in either the harness code or the thoroughbred code is required, as is knowledge of stable procedures and racecourse procedures at training and on race days for either code.

Critical Aspects of Evidence	Critical Aspects of Evidence relate to particular knowledge, understanding and skills that are essential to performance. Evidence to demonstrate consistent achievement of the unit's outcomes includes:
Demonstration of:	• Consistently applying safe handling and work practices, when dealing with horses • Interpreting and applying relevant industry and stable rules, regulations and procedures pertaining to the training and racing of horses • Identifying different items of working gear and assessing their condition in terms of safe use and the need for repair • Identifying symptoms of common injuries and signs of ill health in horses • Applying stable routines for the maintenance of the training establishment, and the care of horses • Ability to complete routine tasks correctly and within the nominated time frame • Ability to safely handle horses for the purposes of undertaking the tasks required of a training establishment, such as leading, restraining, gearing, grooming, transporting, and parading at race meetings
Knowledge of:	• Reasons and correct procedures for grooming horses • Grooming equipment • Purpose of working gear and reasons for identifying and reporting maintenance needs • Symptoms of and ways of checking for, common injuries and ailments in horses • Race day procedures and routines relating to the care and management of horses

Context of Assessment	• This unit is largely practical in nature with some theoretical components. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.
	• Theoretical components will include symptoms of common illnesses and injuries, purpose of working gear, and race day procedures
	• All assessment must:
	• Relate to horses in a training program or racing program in either the harness <u>or</u> thoroughbred code, housed in an approved commercial stable environment
	• Include a variety of horses at different stages of their training or racing program
	• Include horses that are currently racing, and
	• Include a range of horses of different ages, temperament and behaviour.

Method of Assessment	Practical components may be assessed by:
	• Observation of work practices
	• Inspection of completed work
	• Questioning of underpinning knowledge
	• Demonstration of tasks
	Theoretical components may be assessed by:
	• Questioning of underpinning knowledge
	• Oral testing
	• Short answer or multiple choice testing
	• Written examination or assignments.

Resource Implications	Resource implications refers to the resources that are necessary for undertaking the assessment
	• Adequate assessment will require access to racing stables in either the harness <u>or</u> thoroughbred code, with a variety of horses at differing stages of preparation.
	• It will be necessary for assessment to occur during the normal routine and operation of the establishment.
	• It may be necessary to access this environment on a number of occasions to complete the range of assessment tasks required.
	• Qualified Assessors will be required for this unit.

Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following unit:

- RGRH101A Introduction to Occupational Health and Safety Procedures,

and may be assessed in conjunction with,

- RGRH207A Handle horses safely
- RGRH208A Work effectively in the thoroughbred or standardbred code of the racing industry

RGRH310A	**Oversee safe handling of horses**
Unit Descriptor	This unit extends the competencies contained in unit RGRH207A handle horses safely. It adds the competencies of directing, assisting and overseeing others to identify and safely catch, control and handle horses.
	The competencies operate in work environments of racing stables, paddocks, yards, racecourses, and in public areas. The competencies are required of licensed trainers, stable foremen, and supervisors. Competencies attained in this unit apply to either thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
	A person who has achieved competence in this unit is recognised as competent in unit SROEQU002B - Supervise horse handling.
Unit Sector	Horse

ELEMENT	**PERFORMANCE CRITERIA**
1. Direct, assist and oversee others to identify and safely catch, control and handle horses	1.1 Receive and then give *instructions* to others regarding the catching, and controlling horses as required by the stable.
	1.2 Provide *assistance* to and *supervise* others in the identification, catching and *controlling* of horses according to stable procedures.
	1.3 Identify competence of other workers with regard to individual horses and *delegate* minor tasks/roles accordingly.
	1.4 Identify and *communicate* the reasons for the use of different gear to control and handle horses.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By receiving instructions from trainers and employers and conveying those instructions to other employees and contractors working in the stable. By reporting to trainers and employers on matters to do with handling and controlling horses and relaying instructions from third parties.	2
Collecting analysing and organising information	By reference to official publications, racing calendars, worksheets and bulletin boards and by discussion with others at the workplace.	2
Planning and organising activities	Staff are briefed daily on tasks and work routine is supervised. Trainer and/or supervisors are consulted regularly, and visits by outside contractors arranged and supervised. Racing calendar is consulted regularly, transport to race meetings is organised in advance, equipment and gear organised, timetable and contingencies planning in place.	2
Working with others and in teams	By liaison with employees, trainer and contractors to plan and distribute work and tasks.	2
Using mathematical ideas and techniques	By calculating time for journeys to racecourses, by calculating quantities of feeds, by using safe working loads when lifting or towing.	1
Solving problems	By observing and analysing work practices and introducing alternative methods and improvements.	2
Using technology	Through use of mobile phones and facsimile to communicate, and use of computers for internet access to race programming and general information.	1

RANGE STATEMENT

The Range Statement indicates how this competency standard can be used in the environment of the racing industry to assess workers involved in overseeing the care and welfare of horses that are either standardbreds or thoroughbreds. The environment covers racecourses, stables, administration buildings, training tracks and public places. The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Other stable employees
- Veterinarians
- Farriers
- Float drivers

- Other stable employees

- Supervisor or employer to others

- Relayed instructions from others to supervisor or employer
- Stablehands and other employees

- Halters
- Bridles
- Leads
- Twitches
- Anti rearing bits
- Leg ropes
- Hobbles

EVIDENCE GUIDE

Competence in supervising and assisting in the handling of horses requires evidence that animal behaviour is known and taken into account when handling race horses in various environments and at varying times.

Evidence of ability to select staff appropriate to tasks and to demonstrate judgement and skills associated with consistent identification and safe handling of a range of horses of different ages, sexes, and temperaments in different circumstances and in different work environments over a period of time.

Knowledge of handling techniques and use of gear consistently applied to a variety of horses is required, as is knowledge of stable procedures and racecourse procedures at training and on race days.

Evidence of communication skills is also required for the purpose of giving and receiving instructions.

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of the unit's outcomes includes:

Knowledge and Understanding of:	• The range and purpose of gear for catching and controlling horses • Safe work practices when giving instructions • Effective working relationships/teams • Handling techniques for horses
Demonstration of:	• Supporting others in handling standardbreds or thoroughbreds in an appropriate manner • Following instructions of supervisor or acting autonomously, when appropriate, with regard to handling a range of horses • Communicating appropriate instructions related to handling horses • Ability to assess the level of an individual's competency to undertake a task when issuing instructions • Incorporation of safe work practices into all instructions. • Ability to catch, control and handle a wide variety of horses including those that are difficult to handle • Giving, receiving and interpreting instructions • Ability to assess individual capacity for specific tasks
Context of Assessment	All assessment must: • Relate to horses in a training program or racing program, housed in an approved commercial stable environment • Relate to the staff of the stable and appropriate external visitors • Include a variety of horses at different stages of their training or racing program • Include horses that are currently racing • Include a range of horses of different temperament and behaviour.
Method of Assessment	Assessment may include: • Observation of work practices at various times during the working day and on different occasions • Questioning of underpinning knowledge • Practical tests
Resource Implications	• Adequate assessment will require access to racing stables, with a variety of horses at differing stages of preparation. • It will be necessary for assessment to occur during the normal routine and operation of the establishment. • It may be necessary to access this environment on a number of occasions to complete the range of assessment tasks required. • Qualified Assessors will be required for this unit.

Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following units:

- RGRH206A Apply Occupational Health and Safety Procedures
- RGRH207A Handle Horses Safely
- RGRH208A Work Effectively in the Racing Industry
- RGRH209A Care for Horses,

and may be assessed in conjunction with

- RGRH312A Supervise and manage effectively in the Racing Industry

RGRH311A	**Apply principles of basic anatomy and physiology to horses**
Unit Descriptor	This unit is concerned with understanding and applying knowledge of basic anatomy and physiology of standardbred and thoroughbred horses being trained and prepared for racing in industry-regulated competition. Competencies involve an understanding of horses' major anatomical systems. The competencies of this unit are those expected of people employed to safely handle thoroughbred or standardbred horses in a racing stable environment and at training tracks and on racecourses. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Apply basic anatomy and physiology of horses	1.1 **Conformation** and basic points of horse are known
	1.2 Key features and functions of the **skeletal system**, muscular system, and nervous system are known
	1.3 Key features and functions of the **respiratory system** are known
	1.4 Key features and functions of the **circulatory system** are known
	1.5 Key features and functions of the **digestive system** are known
	1.6 Key features and functions of the **reproductive system** are known

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By regular discussion with team members on matters relating to anatomy and physiology of individual animals, safe methods for handling and controlling individuals, and effects of changes to routines.	2
Collecting analysing and organising information	By participating in team meetings and briefing sessions and by communicating with others involved in the care and training of horses such as stablehands, track workers, jockeys, veterinarians and trainers. By revising work patterns, handling methods, and other instructions and arrangements for dealing with individual horses.	2
Planning and organising activities	Regular team meetings organised, timetables planned, daily work routine is organised, staff are briefed, information is exchanged, and progress of work is checked.	2
Working with others and in teams	By liaison with trainers and work colleagues to plan and distribute work and tasks and check and report on individual horses.	2
Using mathematical ideas and techniques	Not applicable to this unit.	-
Solving problems	By observing and reporting unusual behaviour, changes to condition of animals, or handling problems and vices.	1
Using technology	Through use of mobile phones and facsimile to communicate.	1

RANGE STATEMENT

The Range Statement explains how this competency standard can be used to provide basic Knowledge and Understanding of horse anatomy and physiology to staff employed to safely handle and care for horses in a commercial horse-training establishment.

- Thoroughbred and standardbred horses of all ages

- Stomach, intestines, caecum, diaphragm, mouth, pharynx, oesophagus, kidneys

- Nostrils, pharynx, larynx, lungs, diaphragm, trachea, alveolus

- Heart, veins, arteries, blood cells, lungs

- Brain, spinal cord, sensory and motor nerves, hormones

- Bones, joints, muscles, ligaments, tendons

- Male and female genital organs, endocrine glands, oestrous cycle, pregnancy and foaling

- Points of the horse
- Conformation faults

- Anatomical models, skeletons, dissections, charts, diagrams, texts, videos and live horses

EVIDENCE GUIDE

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Knowledge and Understanding of:	• Major internal systems of horses including, • Vascular • Respiratory • Muscular/skeletal • Nervous • Reproductive • Digestive
Demonstration of:	• Points of a horse • Conformation faults

Context of Assessment	This unit is mainly theoretical and therefore can be assessed in a simulated situation. Assessment of performance criteria 1.1, 1.2, 1.3, and 1.4 (conformation, senses, behaviour, and communication) should be in a racing stable environment and cover a range of horses.
	Assessment must relate to horses in a training program or racing program with different ages, types and temperaments.
Method of Assessment	• Questioning of underpinning knowledge • Short answer or multiple choice testing • Written examination or assignments • Practical testing of horse handling, conformation, and communication skills
Resource Implications	• Access to a classroom environment with suitable aids for the teaching of anatomy and physiology • Access to a commercial training establishment and the full range of horses and equipment • A variety of horses in various stages of preparation and as found in most commercial establishments will be required. • Qualified Industry Assessors will be required for this unit.
Interdependent Assessment of Units	Independent assessment of units refers to an assessment relationship between units.
	This unit may be assessed in conjunction with units: • RGRH317A - Maintain Horses in a Healthy State and Safe environment • RGRH318A - Determine Nutritional Requirements for Standardbreds or Thoroughbreds • RGRH319A - Assess Health and First Aid for Standardbreds or Thoroughbreds

RGRH313A	**Ride or drive horses at track work**
Unit Descriptor	This unit is concerned with the competencies related to riding or driving horses at track work.
	This unit covers the skills necessary to be registered to ride or drive horses on training tracks in the thoroughbred or harness sectors of the Australian racing industry. It requires knowledge of track and safety procedures, organisational skills, use of gear, and the application of high-level riding or driving skills. Competencies attained in this unit apply to either the thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
Unit Sector	Horse

ELEMENT	**PERFORMANCE CRITERIA**
1. Protect the welfare of people and horses	1.1 All **safety requirements, rules and regulations** for rider or driver and horse, both general, those pertaining to safety and those pertaining to particular venues are followed.
	1.2 Gear is checked for **safety** and adjusted or replaced prior to riding or driving.
	1.3 Situations that may result in **dangerous** riding or driving situations are identified.
	1.4 **Track surfaces**, weather and hazards are evaluated for safety and reported
2. Organise commitments	2.1 **Commitments** to trainers and others are systematically recorded.
	2.2 Obligations relating to commitments to ride or drive are known and understood.
3. Apply track riding or driving skills	3.1 Trainer or foreman's instructions are followed.
	3.2 **Riding or driving skills** are appropriate to a variety of track work situations.
	3.3 Horses are warmed up to, and down from, working pace and are exercised in a balanced manner in all required gaits.
	3.4 Pace of the horse is judged and maintained for required times and distances according to the trainers instructions.
	3.5 Performance of the horse, including any irregularities, is evaluated and reported to the trainer or foreman.
	3.6 Horses are entered to and ridden or driven from practice barrier stalls or mobile starts in a safe manner.
	3.7 **Aids** are selected and used in a professional manner within the Rules of Racing and in accordance with trainer's instructions

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By reporting to trainers on performance of horses at exercise and training. By receiving instructions and information on horse characteristics and by relaying observations to trainers.	2
Collecting analysing and organising information	By reference to official publications, racing calendars, diaries and personal organisers.	2
Planning and organising activities	Arrangements and times to ride trackwork for various trainers confirmed. Transport to training tracks is organised in advance, equipment organised. Permits are renewed, and log books and diaries kept.	2
Working with others and in teams	By liaison with trainers to ride work, discuss performance, prospects and future plans.	2
Using mathematical ideas and techniques	By using time measurement to rate horses work, by calculating time required for journeys to training tracks.	1
Solving problems	By application of riding skills and knowledge of horse behaviour to address and correct behavioural problems in horses during trackwork.	1
Using technology	Through use of mobile phones to communicate with trainers, and use of computers for internet access to information.	1

RANGE STATEMENT

The Range Statement provides details of how this competency standard can be used when assessing trackriders and harness drivers for registration to engage in riding or driving horses in trackwork conducted on registered training tracks and racecourses for the harness code or the thoroughbred code. The Range Statement is broad enough to cover differences in knowledge and skill requirements of registration standards adopted by racing authorities in the states of Australia.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Horses of varying ages, experience and temperament
- Horses *ridden or driven* in work singly, with other horses, in jump outs and for jockeys or drivers in trials, pace work, or where judgment of *pace* is exercised
- Horses at varying stages of preparation or states of fitness
- Horses worked on a *variety of surfaces*

- Track hazards and variations to surface
- Loose or out of control horses
- Horses going in reverse direction
- Fallen horses
- Broken reins or defective gear
- Horses in new environment

- Track work riding or driving arrangements may be self managed or arranged by employer/trainer.

- Rider or driver safety-wear (approved helmets, clothing and footwear)
- Rider or driver obligations under the rules of racing
- Approved gear for horses
- Registration requirements of stable employees and track riders or drivers
- Track rules and regulations

- Whips
- Spurs

EVIDENCE GUIDE

Critical Aspects of Evidence	The competencies involved in this unit are critical considerations for registration of trackwork riders and trackwork drivers.
	Evidence must be gathered to test each Performance Criteria in routine and non-routine circumstances, at various times, on different racecourses, and with a range of horses, to ensure consistency and transferability and to cover the range of applications that the standard operates in.
	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Knowledge and Understanding of:	• Relevant code's local rules and regulations pertaining to the riding or driving of horses in work • Obligations within the industry in accordance with employer, stable and track requirements • Animal health and welfare regulations • Industry terminology related to the working and performance of horses • Communication procedures within the stable and the industry • Procedures for reporting common hazards and hazardous situations • Appropriate corrective action in dangerous situations
Knowledge and Application of:	• Interpreting and implementing track work instructions • Reporting on the performance, health and well being of horses.
Demonstration of:	• Ability to work horses singly or with other horses in a controlled manner and according to instructions • Judging the pace and identifying the gait at which a horse is working • Ability to communicate and report on the performance of horses at work

Context of Assessment	• Riding components are contained in element 3, and must be assessed in the context of a licensed racecourse or training track under the control of stewards conducting training for thoroughbreds or harness horses.
	All assessment must:
	• Relate to horses in a training program, housed in an approved commercial stable environment • Include a variety of horses at different stages of their training program • Include horses that are currently racing • Include a range of horses of different age, temperament, and behaviour • Demonstrate competency on a consistent basis
Method of Assessment	Assessment may include:
	• Observation of work practices before, during, and after, track work and trials • Questioning of underpinning knowledge • Oral testing • Short answer or multiple choice testing
Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following units:
	• RGRH205A - Perform basic riding or driving tasks • RGRH207A - Handle horses safely
	and may be assessed in conjunction with
	• RGRH209A - Care for horses, • RGRH310A - Supervise handling horses safely
Resource Implications	• Adequate assessment will require access to training tracks, with a variety of horses at differing stages of preparation and able to be ridden or driven at track work. • It will be necessary for assessment to occur during the normal routine and operation of the training establishment and on numerous occasions. • Qualified Industry Assessors will be required for this unit.

RGRH318A

Determine nutritional requirements for standardbreds or thoroughbreds

Unit Descriptor

This unit involves the skills and knowledge required to interpret the nutritional requirements of specific animals and formulate appropriate rations for horses in training, and the assessment of nutritional suitability and outcomes. The unit also deals with assessment of food additives and supplements for horses, in terms of quality and potential influence on industry regulations. Competencies attained in this unit apply to either thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.

Unit Sector   Horse

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the nutritional requirements for standardbreds or thoroughbreds	1.1 Nutritional principles are applied to the formulation of individual *food rations* for the range of animals in care. 1.2 Food rations are appropriate to animal's condition, workload and stage of training. 1.3 Formulate a basic ration for an individual horse
2. Assess the range of food, additives and supplements for standardbreds or thoroughbreds	2.1 Food is selected on the basis of quality, species and nutritional and economic value for a particular animal. 2.2 *Supplements and food additives* are assessed on the basis of active ingredients, price and nutritional needs for specific animals. 2.3 Supplements and/or food additives used do not breach industry regulations. 2.4 Potential influence of supplements on the *total carbon dioxide level (TCO2)* in performance horses is known
3. Establish and monitor individual feeding regimes for standardbreds or thoroughbreds	3.1 Individual animals are assessed for condition and *nutritional needs* in relation to work requirements, individual taste and behaviour. 3.2 *Individual animal's eating behaviour,* food intake and work level is known and records maintained where appropriate.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to team members on matters occurring in the workplace such as feeding patterns of animals, changes to feeding regimes, feed mixes, and the application of supplements.	2
Collecting analysing and organising information	By reference to official publications, feeding charts and posters. By organising and attending team meetings and by preparing and revising work rosters, feeding charts, and other instructions and arrangements.	2
Planning and organising activities	Regular team meetings organised, feeding regimes planned, daily work routine is organised, staff are briefed, progress of work is checked, assessments of individual horses made.	2
Working with others and in teams	By liaison with work colleagues to plan and distribute work and tasks and check and report on completion of work.	2
Using mathematical ideas and techniques	By measuring quantities of feed, by monitoring supplies and estimating and adjusting orders for new stock.	2
Solving problems	By observing feeding habits and performance of horses and adjusting amounts and composition of feed.	2
Using technology	Through use of mobile phones and facsimile to communicate, and use of computers for internet access to general information and email.	1

RANGE STATEMENT

The Range Statement explains how this competency standard can be used in a racing stable to interpret and assess feed and supplements for quality and nutritional value, and to establish feeding programs for individual horses in training.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Variety of grains and energy sources
- Local varieties/species of grass, hays and fodders
- Pre-packaged food or bulk base food

- Presence/absence of mould or rot
- Age of material
- Rodent or other spoilage
- Type of grass or grain species

- Bulk and roughage
- Chaff
- Oats
- Hay varieties

- Age of horse
- Gender
- Level of work
- Individual taste
- Metabolism

- Some supplements alkalise the blood level in performance horses *(TCO2, Total Carbon Dioxide level)*. Alkalinising agents include bicarbonates, lactates and/or succinates and citrates

- Accidental introduction of banned substances through supplements and combinations of supplements

- Vitamins, oils, calcium, electrolytes, potassium citrate, iron, herbal remedies

EVIDENCE GUIDE

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

Knowledge and Understanding of:	• Nutritional composition of common foods • Preparing and providing balanced diets and food for problem eaters • Sources and importance of energy, protein, fibre, minerals and vitamins in food rations • Nutritional requirements with respect to the animals age, and needs while spelling, training, and racing • Interaction between foods and/or additives that may result in contravention of industry regulations
Knowledge and Application of:	• Developing and modifying the feeding regimes of a range of standardbreds or thoroughbreds at varying stages in life cycle, work program (stages of preparation) and physical condition
Demonstration of:	• Understanding of quality, type and value of feed
Context of Assessment	• Elements 1 & 2 can be assessed in a simulated situation. • Element 3 should be assessed in the work situation. It is necessary to consider the nutritional requirements of a range of horses at different stages of work/preparation and with differing eating habits and patterns. • Assessment must relate to horses in a training program or racing program. • Assessment of quality, species and nutritional value of food will require a simulated or work environment.
Method of Assessment	• Questioning of underpinning knowledge • Observation of work practices • Written examination or assignments • Practical tests for preparing food
Resource Implications	• Access to a commercial training establishment for horses and the full range of equipment normally associated with same. • A variety of horses in various stages of preparation and as found in most commercial establishments will be required. • Some tasks may be completed using a simulated environment. • Qualified Assessors will be required for this unit.

Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following units:

- RGRH206A - Apply Occupational Health and Safety procedures
- RGRH207A - Handle horses safely
- RGRH208A - Work effectively in the racing industry
- RGRH209A - Care for horses,
- RGRH310A - Oversee safe handling of horses
- RGRH311A - Apply principles of basic anatomy and physiology to horses
- RGRH312A - Lead and co-ordinate personnel effectively in the racing industry

and may be assessed in conjunction with

- RGRH319A - Assess health and first aid for standardbreds or thoroughbreds
- RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds
- RGRH421A - Manage the education of standardbreds or thoroughbreds
- RGRH422A - Train and race standardbreds or thoroughbreds
- RGRH423A - Assess training and racing programs of standardbreds or thoroughbreds

RGRH319A	**Assess health and first aid for standardbreds or thoroughbreds**
Unit Descriptor	This unit involves the management of health, fitness and well being of standardbreds or thoroughbreds and the assessment of injury and application of first aid where necessary, prior to veterinary assessment and treatment. The competency requires knowledge of the basic anatomy and physiology of horses and appropriate first aid procedures relating to accidents and injuries. Competence in handling techniques is also required. Competencies attained in this unit apply to either thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
	This unit achieves part of the outcome of unit SROEQU003B - Apply first aid for horses. The unit does not cover care for a convalescing horse.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Assess and respond to injuries in standardbreds or thoroughbreds	1.1 **First aid policy and procedures,** with respect to obligations to owners, state regulations and duty of care are followed.
	1.2 Horses are calmed and restrained prior to first aid assessment.
	1.3 A policy and system of referral for injury treatment and emergency care is understood, followed and contributed to
2. Apply basic first aid to standardbreds or thoroughbreds	2.1 First aid procedures and principles relating to **injuries/accidents**, pertaining to standardbreds or thoroughbreds are known and applied.
3. Assess the health and fitness of standardbreds or thoroughbreds	3.1 **Pre and post race assessment** of animal for injuries /distress/health and fitness is implemented.
	3.2 **Pharmaceutical or therapeutic treatment** complies with industry regulation.
	3.3 **Rules** relating to **prohibited substances** and alternative treatments are known and applied

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to team members on first aid procedures, and processes for reporting and referral of serious injury. By encouraging observation and reporting of matters occurring in the workplace and on racecourses and training tracks, such as changes to condition and health of animals.	2
Collecting analysing and organising information	By reference to first aid manuals and posters. By organising and attending team meetings and by undertaking training in first aid. By preparing instructions on the assessment of illness and injury in horses.	2
Planning and organising activities	Regular team meetings are organised, daily work routine is organised, and staff are briefed, problems and assessments are reported.	2
Working with others and in teams	By liaison with and work colleagues to plan and distribute work and tasks and check and report on completion of work.	2
Using mathematical ideas and techniques	By measuring and recording quantities such as weight, pulse rate, and temperature in horses.	2
Solving problems	By observing and reporting changes to health or conditions in animals, and by assessing injuries for first aid and further treatment.	2
Using technology	Through use of mobile phones for reporting emergencies, and use of computers for internet access to general information and email.	1

RANGE STATEMENT

The Range Statement explains how this competency standard can be used in a racing stable to assess injury to horses and apply first aid treatment appropriate to the injury while seeking further assistance if necessary. The Range Statement also provides guidance on the assessment of general health and fitness of horses subject to the stresses encountered in a racing and training program.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Cuts, breaks, scalds, punctures, colic, abrasions, tying up, bleeders, acidosis, distress, hoof pricks, stone bruises, abscesses, allergic reactions, cast horses, quarter cracks, bowed tendons, abnormal temperature, insect bites, animal bites, diarrhoea, dehydration, swelling, inflammation.

- Application of support and box bandages
- Treatment and implications of swelling and inflammation.

- Weight
- In season
- Nose, eyes
- Respiration rate
- Lameness
- Cramping
- Heart/ pulse rate

- Bandages
- Poultices
- Scissors
- Antiseptic creams/lotions/sprays.

- Serious cuts
- Arterial bleeding
- Colic
- Dehydration

- Rules relating to prohibited substances are published in official publications

EVIDENCE GUIDE

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

Demonstration of:	• Recognition of vital signs of horse health/injuries • Application of first aid procedures for horses appropriate to injury assessment • Application of safe handling and restraint techniques for standardbreds or thoroughbreds • Application of rules and regulations pertaining to the use of pharmaceutical products with racing horses.
Knowledge and Understanding of:	• Anatomy/physiology of standardbreds or thoroughbreds • Key health signs/clinical examination techniques • Animal first aid equipment and facilities requirements in the workplace
Context of Assessment	Elements 1 & 2 can be assessed in a simulated situation. Element 3 should be assessed in the work situation. It is necessary to consider a range of animals with a variety of ages and temperaments and a variety of first aid requirements. • Assessment must relate to horses in a training program or racing program. • Assessment of handling techniques in element 1 will require a work environment.
Method of Assessment	• Questioning of underpinning knowledge • Observation of work practices at various times during the working day and on different occasions • Written examination or assignments • Practical tests for assessing injuries/distressed horses, handling and treating horses
Resource Implications	• Access to a commercial training establishment and the full range of equipment normally associated with same. • A variety of horses in various stages of preparation and as found in most commercial establishments will be required. • Some tasks may be completed using a simulated environment. • A qualified Assessor will be required for this unit.

Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following units: • RGRH206A - Apply Occupational Health and Safety procedures • RGRH207A - Handle horses safely • RGRH208A - Work effectively in the racing industry • RGRH209A - Care for horses, • RGRH310A - Oversee safe handling of horses • RGRH311A - Apply principles of basic anatomy and physiology to horses • RGRH312A - Lead and co-ordinate personnel effectively in the racing industry and may be assessed in conjunction with • RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds • RGRH421A - Manage the education of standardbreds or thoroughbreds • RGRH422A - Train and race standardbreds or thoroughbreds • RGRH423A - Assess training and racing programs of standardbreds or thoroughbreds

RGRH415A

Manage personal and business affairs

Unit Descriptor

This unit is concerned with the competencies related to managing the personal and business affairs specific to being a professional jockey or self employed harness driver operating a small business as part of the Australian racing industry. These occupations require competencies of business planning, financial management and self-promotion.

Unit Sector

Horse

ELEMENT	PERFORMANCE CRITERIA	
1. Apply business planning and financial management skills	1.1	Strategies are developed for promoting riding or driving services to owners and trainers.
	1.2	Principles of and requirements for *financial recordkeeping* and *budgeting* are known and understood.
	1.3	Sources of *professional information* pertaining to investment, insurance, taxation and superannuation are known.
	1.4	Planning options for retirement are known
	1.5	Principles of *small business management* are understood
	1.6	Services of rider's agents are known and evaluated
2. Participate in press and media interviews	2.1	Techniques for participating in *radio and television interviews* are developed
	2.2	Methods for participating in interviews with journalists are known and applied
3. Employ marketing techniques	3.1	Marketing opportunities within the industry are identified.
	3.2	Marketing of self and enterprise is undertaken
	3.3	Business promotion and public relations principles are understood
4. Use computer technology	4.1	*Computers* are used to access information via the internet
	4.2	Computers are used to transmit information to others via printed notices and e-mail
	4.3	Computers are used to record and store information

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By contact with financial advisors, insurance brokers, superannuation advisors, agents and managers, stock brokers, accountants, racing officials, professional associations, and colleagues.	3
Collecting analysing and organising information	By reference to financial and investment publications, financial plans and budgets, industry publications, travel schedules and brochures, diaries and personal organisers.	2
Planning and organising activities	Professional advice is sought to arrange insurance, accountancy services, financial planning, marketing and promotional services, and management services as appropriate.	2
Working with others and in teams	By liaison with managers and agents to ensure regular reporting and exchange of information.	2
Using mathematical ideas and techniques	By understanding rates of interest and earnings, share prices, basic accounting principles, taxation percentages, costs and charges, and basic budgeting principles.	2
Solving problems	By monitoring results and performance and recognising changes that require action by self or appropriate professionals.	2
Using technology	Through use of mobile phones and facsimile to communicate with managers and agents and use of computers for communication and internet access to information.	2

RANGE STATEMENT

The Range Statement explains how this competency standard can be used to manage a small business and to promote the services of the principal employee as a jockey or harness driver.

- The business relates to: Owners, trainers, syndicate managers, other riders or drivers, professional associations, media, accountants, tax advisors, financial planners, suppliers

- Small business skills of planning for business and financial goals, record keeping, and documentation

- Formal contact via telephone or by appointment
- Informal promotion by networking opportunities
- Attending industry functions
- Advertising
- Electronic and **print media interviews** or stories

- Personal **budgeting** of expenditure and income
- Records of race rides or drives and earnings
- Receipts of expenditure
- Tax invoices
- Bank statements

- Insurance policies, including health, life, professional indemnity, income protection
- Property titles
- Share certificates
- Licences

- Financial planners, investment and superannuation advisors
- Insurance representatives
- Accountants
- Taxation specialists
- Managers and Agents of jockeys or drivers

- To access information
- To transmit information such as documents and records
- To record and store information for later use

- Map reading, timetables, airline and rail schedules
- Travel and accommodation requirements intra-state, interstate, and overseas
- Booking methods
- Passports
- Driving licence
- Driver education
- Driver fatigue
- Use of stimulants/alcohol

EVIDENCE GUIDE

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Demonstration of:	• Knowledge of financial record keeping requirements, workers compensation legislation and taxation regulations pertaining to self employed jockeys or drivers • Ability to communicate with financial and management advisors • Ability to participate in radio, television, and press interviews
Knowledge and Understanding of:	• State and/or territory arrangements for the control and management of apprentice or driver trust accounts • Methods and practices of marketing and promotion of services • Principles of promotion and marketing services • Financial record keeping • Taxation and taxation record keeping requirements
Knowledge and Application of:	• Industry rules and regulations pertaining to the obligations of jockeys or drivers to the racing industry, with respect to marketing and promotion of self and services
Context of Assessment	Aspects of this unit are theoretical in nature and due to the ages of the trainees may be assessed in a simulated situation but as individual circumstances change, assessment can be through examination of real situations generated over time and related to racing industry conditions and tasks.
Method of Assessment	• Questioning of underpinning knowledge • Establishment of working systems of financial management • Establishment of practice accounts • Written examination or assignments • Role playing

| **Resource Implications** | • Access to a classroom or similar environment |
| | • A qualified Assessor will be required for this unit. |

| **Interdependent Assessment of Units** | This unit can be assessed without reference to other units. |

RGRH420A	**Plan training and racing programs for standardbreds or thoroughbreds**
Unit Descriptor	This unit involves competencies related to the planning and preparation of training and racing programs for numbers of standardbreds or thoroughbreds, given a variety of potential, ages, and circumstances. The competencies operate within the environment of the racing industry and would be exercised by persons registered or licensed to train standardbreds or thoroughbreds for industry regulated competition. Competencies attained in this unit apply to either thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
Unit Sector	Horse

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare individual training and racing programs for standardbreds or thoroughbreds	1.1 *Racing programs*, handicapping, and eligibility, nomination and acceptance clauses and procedures are understood.
	1.2 Relevant *industry rules, regulations* and procedures are accounted for in the planning process.
	1.3 Attributes and potential capabilities including pedigrees and bloodlines of individual standardbreds or thoroughbreds are *researched,* identified and considered.
	1.4 *Planning,* including the accommodation, treatment and handling of individual horses acknowledges individual differences including temperament and behaviour.
	1.5 Physical imperfections (*conformation* faults), injuries and soreness of individual animals are considered in the planning process.
	1.6 Principles of training standardbreds or thoroughbreds to race are applied to the planning process.
	1.7 Fitness standards and exercise recovery times are understood.
	1.8 *Records* of individuals *training and racing performance* are compiled and consulted

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying to team members the requirements of a training and racing program for individual horses and establishing a system for reporting progress and problems encountered by horses in the training program.	3
Collecting analysing and organising information	By reference to trackwork records, racing performance, veterinarian's reports and daily observation of individuals work, performance, and health and activity. By discussion at team meetings and observation of race videos. By regular review of progress towards aims of racing plans.	3
Planning and organising activities	Regular planning and reviews conducted, daily training routine is organised, staff are briefed, progress of work is checked, transport to race meetings is organised in advance, jockeys considered and engaged.	3
Working with others and in teams	By liaison with trackwork riders and other training staff to plan trackwork and check report on horses condition at completion of work.	2
Using mathematical ideas and techniques	By comparing times for set distances to be covered at training and mapping progress.	2
Solving problems	By observing unusual behaviour or vices in animals and by applying corrective measures at trackwork.	2
Using technology	Through use of mobile phones and facsimile to communicate with owners and officials, and use of computers for internet access to race programming, general information and email.	1

RANGE STATEMENT

The Range Statement explains how this competency standard can be used in the racing industry by licensed trainers to plan training programs and prepare horses for industry-regulated competition.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Licensing of trainer
- Registration and licensing of animals
- Registration of others associated with handling animals
- Safety of animals and others
- Requirements for and eligibility of animals to access training and racing facilities

- Pedigrees, bloodlines, families, **conformation**, and genetic characteristics are known

- Age of horse, conformation, physical development, pedigree, level of maturity, temperament, breeding
- Consultation with a variety of personnel including owners, trackriders, and veterinarians
- Feeding and conditioning programs of individual horses
- Consideration of **performance and training records**

- Consideration of recent **training performance**, level of fitness, **race performance**
- External factors such as distance of race, class of horse, weather, track surface, handicapped weight
- Knowledge of race programming and handicapping systems
- Ultimate aim for horse

- Other trainers, veterinarians, horse health specialists, breeders, owners, racing management staff, stipendiary stewards, and
- (**standardbred)** drivers, farriers, stablehands, foremen, stable managers
- (**thoroughbred)** jockeys, track work riders, farriers, stablehands, foreman, stable managers.

EVIDENCE GUIDE

Critical Aspects of Evidence   Evidence to demonstrate consistent achievement of this unit's outcome includes:

Demonstration of:	• Designing training and racing programs to optimise the performance of individual standardbreds or thoroughbreds
	• Preparing and adjusting training and racing plans for a variety of horses with differing capabilities, racing expectations and differing ages
	• Housing and care requirements of standardbreds and thoroughbreds in work
	• Ability to assess the racing potential of each individual standardbreds or thoroughbreds, according to breeding, the type of race, racing surface, and conditions, and prepare a conditioning program accordingly
	• Ability to communicate with owners and employees regarding individual standardbreds or thoroughbreds potential, performance and needs
Knowledge and Application of:	• Principles of conditioning standardbreds or thoroughbreds for racing
	• Principles of feed and nutrition of standardbreds or thoroughbreds in training and racing
	• Fitness indicators of given individuals at various stages of a training and racing program
	• Spelling and agistment requirements of standardbreds and thoroughbreds
	• Feeding, housing and care requirements
	• Racing calendars, race types (classes), handicapping and racetrack surfaces and how these impact upon individual animals and their racing needs and temperaments.
	• Animal welfare and/or council requirements and regulations and individual animal requirements
	• Routine and first aid treatments for care of standardbreds or thoroughbreds
	• Conformation faults, their implications for racing horses and identification of training methods appropriate to those conformation faults
	• Recording requirements for the training, feeding and veterinary care of individual standardbreds and thoroughbreds
Context of Assessment	• Practical components are to be assessed in the work environment or in a simulated situation by demonstration.
	• All practical assessment will include horses with varying temperaments and in different stages of work/preparation.

Practical components include:

• the accommodation, treatment and handling of individual standardbreds or thoroughbreds; assessment of conformation faults of individual animals.
• All other components are theoretical and may be assessed in a simulated situation.

Method of Assessment	Assessment of Practical Components may include:

- Observation of work practices at various times during the working day and on different occasions
- Questioning of underpinning knowledge
- Practical tests

Assessment of Theoretical Components may include:

- Questioning of underpinning knowledge
- Oral testing
- Short answer or multiple choice testing

Resource Implications

- Access to a commercial training establishment and the full range of equipment normally associated with same.
- A variety of horses in various stages of preparation and as found in most commercial establishments will be required.
- Some tasks may be completed using a simulated environment.
- Qualified Industry Assessors will be required for this unit.

Pre-requisite and Interdependent Assessment of Units

This unit should be assessed after competency has been established in the following units:

- RGRH206A - Apply Occupational Health and Safety procedures
- RGRH207A - Handle horses safely
- RGRH208A - Work effectively in the racing industry
- RGRH209A - Care for horses,
- RGRH310A - Oversee safe handling of horses
- RGRH311A - Apply principles of basic anatomy and physiology to horses
- RGRH312A - Lead and co-ordinate personnel effectively in the racing industry and may be assessed in conjunction with
- RGRH421A - Manage the education of standardbreds or thoroughbreds
- RGRH422A - Train and race standardbreds or thoroughbreds
- RGRH423A - Assess training and racing programs of standardbreds or thoroughbreds

RGRH421A	**Manage the education of standardbreds or thoroughbreds**
Unit Descriptor	This unit involves the management of the education of standardbreds or thoroughbreds to be safely handled in a range of environments and situations in preparation for training to race. It includes the safe application of the gear required to train and race. Competencies of evaluation, planning, monitoring and designing education programs for individual horses are involved in this unit. These competencies are required of persons licensed to train standardbred or thoroughbred horses for industry-regulated competition.
Unit Sector	Horse

ELEMENT	**PERFORMANCE CRITERIA**
1. Evaluate and supervise the education of standardbreds or thoroughbreds	1.1 Individual breaking in and ***education needs*** of horses are assessed. 1.2 Suitable breaking in and/or ***education program*** is sourced and evaluated. 1.3 Standardbreds or thoroughbreds are educated to behave, trial and race according to ***industry standards, rules or regulations.***
2. Monitor and modify the education of standardbreds or thoroughbreds	2.1 Education programs for standardbreds or thoroughbreds to race are designed and implemented. 2.2 Standardbreds or thoroughbreds are assessed according to behaviour and safety requirements of the industry both pre and post education. 2.3 Appropriate ***gear*** and techniques are identified and used to modify behaviour of standardbreds or thoroughbreds. 2.4 Progress of the horses is ***evaluated*** and recorded at various stages of the education phase. 2.5 Horses are able to be worked in company or alone, and are able to be handled with minimal risk to animal and handler.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to team members on matters relating to horses undergoing education such as condition and behaviour of animals, handling problems, vices, use of corrective gear, and hazards and problems.	3
Collecting analysing and organising information	By liaison with breeders, owners, horse breakers, veterinarians, and handlers to obtain relevant information on individual horses. By organising team meetings to discuss progress of individual horses, and by assessing performance and behaviour at trials and within the racecourse environment.	3
Planning and organising activities	Assessment of individual horse's age, conformation, history and background is carried out and education method and timetable planned. Progress of work is checked and monitored and modifications to program introduced where appropriate. Equipment, gear and staff are organised, and horses identified and prepared for education program.	3
Working with others and in teams	By liaison with relevant staff to plan and distribute work and tasks and check and report on progress of work.	2
Using mathematical ideas and techniques	Not applicable to this unit.	-
Solving problems	By observing and reporting unusual or dangerous behaviour in animals, and applying corrective handling and control measures.	2
Using technology	Through use of mobile phones and facsimile to communicate, and use of computers for internet access to general information and email.	1

RANGE STATEMENT

The Range Statement explains how this competency standard can be used in a racing stable to plan and implement an education program for individual horses so as to enable each horse to be safely handled and prepared for training and racing according to industry standards.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Relevant industry and local government rules and **regulations** pertaining to the registration and licensing of animals, employees, and premises
- Health and safety of animals and employees (OHS)
- Requirements for and the eligibility of animals to access training and racing facilities
- Standards of control and behaviour for animals during the training and racing program

- Work must be managed to comply with industry standards, rules or regulations at all times.
- Education may be delivered and/or supervised by the trainer, or organised through another person or facility established for breaking in and educating horses.

- In the stable and stable yards
- At different registered training/breaking and educating tracks and premises
- At different locations and on different track surfaces
- At trials
- From the barrier
- At registered race meetings and in public places
- With other horses or alone

- Blinkers, hopples, a variety of bits, saddles, reins, harness, halters, sulky, bridles, rings, tongue ties, nose bands, shadow rolls, breastplates, pacifiers. Note: the National harness gear list can provide further information.

- Age, temperament, vices, and background of horse
- Progress towards industry standards
- Safety of horse and handlers

EVIDENCE GUIDE

Critical Aspects of Evidence   Evidence to demonstrate consistent achievement of this unit's outcomes includes:

Demonstration of:	• Principles of education of standardbreds or thoroughbreds for racing • Industry standards of behaviour of horses' post education and breaking in • Assessing behaviour of horses post education and breaking in, against industry standards, rules or regulations in terms of handling, training, and racing. • Ability to communicate with owners and employees regarding individual standardbreds or thoroughbreds potential, performance and needs • Safe handling of standardbreds or thoroughbreds • Ability to communicate effectively with staff designated to care for horses • Implementation of principles of occupational health and safety
Knowledge and Application of:	• Normal behaviour, vices and undesirable traits, and the identification of appropriate behaviour modification and corrective practices and procedures • Housing, welfare, and care requirements of standardbreds and thoroughbreds in work, and industry and council requirements and regulations • Routine and first aid treatments for care of standardbreds or thoroughbreds • Recording requirements for the education, feeding and veterinary care of individual standardbreds and thoroughbreds
Context of Assessment	Whilst it is deemed that aspects of this unit are theoretical in nature, it is considered that assessment is practical by application. It is appropriate to assess understanding of the principles of educating horses in the theoretical mode (i.e. by short answer testing, multiple choice testing, written examination and oral examination).
Method of Assessment	Assessment may include: • Observation of work practices at various times during the working day and on different occasions with horses at different stages of education • Questioning of underpinning knowledge • Practical tests for handling horses • Short answer or multiple choice testing • Written assignments

Resource Implications	• Access to a commercial training establishment and the full range of equipment normally associated with same.
	• A variety of horses in various stages of education and preparation for training and racing will be required.
	• Some tasks may be completed using a simulated environment.
	• Qualified Assessors will be required for this unit.
Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following units:

This unit should be assessed after competency has been established in the following units:

- RGRH206A - Apply Occupational Health and Safety procedures
- RGRH207A - Handle horses safely
- RGRH208A - Work effectively in the racing industry
- RGRH209A - Care for horses,
- RGRH310A - Oversee safe handling of horses
- RGRH311A - Apply principles of basic anatomy and physiology to horses
- RGRH312A - Lead and co-ordinate personnel effectively in the racing industry
- RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds and may be assessed in conjunction with
- RGRH422A - Train and race standardbreds or thoroughbreds
- RGRH423A - Assess training and racing programs of standardbreds or thoroughbreds

RGRH422A	**Train and race standardbreds or thoroughbreds**
Unit Descriptor	This unit involves the competencies required by licensed trainers for the training and racing of standardbreds or thoroughbreds. It includes knowledge of industry rules and regulations and application of all aspects of training and racing horses including planning training and racing programs, feeding, and assessing health, fitness and performance.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Implement training and racing programs for individual standardbreds or thoroughbreds	1.1 **Performance** and performance potential of individual standardbreds or thoroughbreds is assessed and accounted for in the training and racing program. 1.2 **Rules and regulations** pertaining to the training and racing of standardbreds or thoroughbreds are known and adhered to. 1.3 Classes or types of race, **handicapping or grading /rating systems** are known and standardbreds or thoroughbreds are placed accordingly. 1.4 Level of fitness of standardbreds, or thoroughbreds is identified and assessed. 1.5 Standardbreds or thoroughbreds are presented in an industry- accepted condition to trials and races. 1.6 Feeding, training and racing regimes are appropriate to the individual needs of standardbreds or thoroughbreds. 1.7 Drivers, jockeys and track work riders are appointed, giving due consideration to the capabilities of both horse and driver or jockey, and in order to maximise the horses performance both in training and racing
2. Monitor and maintain animal health and welfare	2.1 Management regime is in place to ensure that animal **health and wellbeing** is monitored at all times and appropriate treatment is organised. 2.2 Horses are housed in suitable and approved premises that are maintained to **health and safety standards** specified by the **rules of racing** and other regulations. 2.3 Feeding and watering regimes are monitored and maintained at suitable level for individuals. 2.4 Transportation practices are monitored regularly to ensure that animals are transported safely and in accordance with industry regulations, statutory body regulations, and with animal welfare standards.
3. Assess performance and behaviour of horses during training and racing	3.1 Appropriate **performance records** of individual animals are maintained and reviewed regularly in conjunction with animal behaviour and feeding habits. 3.2 **Training and racing programs** are adjusted in order to maximise individual performance. 3.3 Types of races are viewed and analysed for interference, incidents, and tactical errors.

| 4. | Evaluate influence of diet on horse performance | 4.1 | Quality, quantity and variety of *food* selected is modified according to performance factors, age of horse and racing conditions. |

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying to team members the requirements of training and racing programs for individual horses and the associated stable duties. By establishing a system for reporting progress and problems encountered by horses in the training and racing program.	3
Collecting analysing and organising information	By reference to trackwork records, racing performance, veterinarian's reports and daily observation of individuals work, performance, and health and activity. By discussion with owners and at team meetings and observation of race videos. By regular review of progress towards aims of racing plans.	3
Planning and organising activities	Regular planning of race programs and reviews of performance conducted, daily training routine is organised, staff are briefed, progress of work is checked, transport to race meetings is organised in advance, jockeys considered and engaged.	3
Working with others and in teams	By liaison with trackwork riders and other training staff to plan trackwork and check report on horses condition at completion of work. By pre and post race discussion with jockeys to assess performance and plan future engagements. By liaison with veterinarians and other specialists to assess health and fitness of horses.	3
Using mathematical ideas and techniques	By examining training times and race times and weights carried and mapping progress and performance.	2
Solving problems	By observing unusual behaviour or vices in animals and by applying corrective measures at trackwork. By adjusting feeding regimes and training methods to suit individual horses.	2

Key Competency	Example of Application	Performance Level
Using technology	Through use of mobile phones and facsimile to communicate with owners and officials, and use of computers for internet access to race programming, general information and email communication.	1

RANGE STATEMENT

The Range Statement explains how this competency standard can be used by a licensed trainer to implement a training and racing program for individual horses so as to enable each horse to be competitive in races conducted by the racing authorities.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Registration and licensing of animals and employees
- Safety of animals and employees
- Rules and regulations pertaining to the requirements for and the eligibility of animals to access training and racing facilities
- Appropriate presentation of horses and persons at the races
- Eligibility of horses to race
- Handicapping or grading systems
- Race day procedures
- Recording requirements
- Procedures for protests, inquiries and appeals
- Accepted racing gear and gear changes
- Pre race and post race procedures.

- Feed and water regimes
- Housing and accommodation
- Safe transportation
- Monitoring health of horses

- Health maintenance
- Feeding regimes
- Breeding/pedigree
- Training and work schedule
- Trials schedule and performance
- ***Racingrecord and performance***
- Race behaviour
- Gear
- Veterinary treatments
- Nominations
- Documents of description

- Ratio of bulk to concentrates
- Relationship between quantity and workload
- Influence of oats in diet
- Influence of pre-mixed feeds
- Feed intolerance

EVIDENCE GUIDE

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Demonstration of:	- Completing training and racing records, and all other related racing documentation in an appropriate format and within an appropriate time frame - Assessing standardbreds or thoroughbreds potential and classification, for entering in the appropriate race - Principles of conditioning standardbreds or thoroughbreds for the purpose of racing over short, medium and long distance races. - Ability to communicate with owners and employees regarding individual standardbreds or thoroughbreds potential, performance, and needs - Ability to present information as required for protests, inquiries and appeals - Ability to analyse training records and information in order to determine appropriate training schedule

Knowledge and Application of:	- Rules and regulations pertaining to the training and racing of horses - These may include, race day procedures, recording requirements (including nomination and acceptance), procedures for protests, inquiries and appeals, accepted racing gear and gear changes, licensing of persons, and registration of horses - Occupational health and safety standards and safe handling of horses including the safety of the animal, the handler and the public - Principles of conditioning standardbreds or thoroughbreds for racing - Principles of feed and nutrition of standardbreds or thoroughbreds in training and racing - Fitness indicators of given individuals at various stages of a training and racing program - Housing and care requirements of standardbreds and thoroughbreds in work - Racing calendars with reference to race types (classes), and handicapping rules - Racetrack surfaces and how these impact upon individual animals and their racing needs and temperaments - Routine and first aid treatments for care of standardbreds or thoroughbreds. This will include the post training and race assessment of animal condition for fitness and injury, and muscle and limb soreness. It will also include a demonstrable knowledge of the treatment of common training and racing injuries and complaints - Recording requirements for the training, feeding and veterinary care of standardbreds and thoroughbreds
Context of Assessment	The theoretical components of training and racing may be assessed in simulated situations but would be required to be practically oriented. Training and racing programs should relate to standardbreds or thoroughbreds that are currently racing and should include a variety of animals with differing performance levels and racing history. - Theoretical components include: rules and regulations, principles of fitness, classes and types of racing; handicapping or grading systems; occupational health and safety requirements; review of performance records, feeding and nutrition, racing surfaces - Practical components must be assessed using racing animals in a race day or training environment. Practical components include: assessment of performance and performance potential; assessment of levels of fitness; presentation of horses at trials and races; feeding and watering regimes; housing, communicating with industry persons.

Method of Assessment	Assessment may include:
	• Observation of work practices at various times during the working day
	• Questioning of underpinning knowledge
	• Practical tests
	• Review and analysis of videos of race performance

Resource Implications	• Access to a commercial training establishment and the full range of equipment normally associated with same.
	• A variety of horses in various stages of preparation and as found in most commercial establishments will be required.
	• A qualified Assessor will be required for this unit.

Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following units:
	• RGRH206A - Apply Occupational Health and Safety procedures
	• RGRH207A - Handle horses safely
	• RGRH208A - Work effectively in the racing industry
	• RGRH209A - Care for horses,
	• RGRH310A - Oversee safe handling of horses
	• RGRH311A - Apply principles of basic anatomy and physiology to horses
	• RGRH312A - Lead and co-ordinate personnel effectively in the racing industry
	• RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds
	• RGRH421A - Manage the education of standardbreds or thoroughbreds and may be assessed in conjunction with
	• RGRH423A - Assess training and racing programs of standardbreds or thoroughbreds

RGRH423A	**Evaluate training and racing programs of standardbreds or thoroughbreds**
Unit Descriptor	This unit involves the competencies required by licensed trainers for assessment and evaluation of performance and fitness of standardbreds or thoroughbreds at all stages of their training and racing programs. It includes knowledge of principles of fitness for horses and knowledge and application of all aspects of training and racing horses including planning and assessing training and racing programs, feeding, and assessing health, fitness and performance.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate training and racing performance and programs of standardbreds or thoroughbreds	1.1 **Variables** that impact upon the **performance** of standardbreds or thoroughbreds are known and identified.
	1.2 **Fitness and performance levels** of individual standardbreds or thoroughbreds are continually monitored.
	1.3 Individual **feeding, training or racing regimes** of standardbreds or thoroughbreds are modified and adjusted post assessment to enhance fitness and or performance.
	1.4 **Races are read** and analysed

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying to team members the requirements of training and racing programs for individual horses and the associated stable duties. By establishing a system for measuring performance and reporting progress of horses in the training and racing program. By communicating with owners, veterinarians, trackriders and jockeys regarding performance and wellbeing of horses.	3
Collecting analysing and organising information	By reference to trackwork records, racing performance, veterinarian's reports and daily observation of individual's work, performance, and health and activity. By discussion with owners, jockeys, trackriders, and at team meetings and observation of race videos. By regular review of progress towards aims of racing plans.	3
Planning and organising activities	Regular planning of race programs and reviews of performance conducted, horses inspected and condition assessed, daily training routine is planned and organised for each horse, staff are briefed, progress of work is checked, race entries and acceptances organised, transport to race meetings is organised, jockeys considered and engaged.	3
Working with others and in teams	By liaison with trackwork riders, jockeys, and other training staff to plan trackwork and races and check reports on horse's condition at completion of work and races. By pre and post race discussion with jockeys to assess performance and plan future engagements. By liaison with veterinarians and other specialists to assess health and fitness of horses.	3
Using mathematical ideas and techniques	By examining training times, race times, weight scales and class of races, and mapping progress and performance of horses.	2

Key Competency	Example of Application	Performance Level
Solving problems	By observing unusual behaviour or vices in animals and by applying corrective measures at trackwork. By adjusting feeding regimes, training methods, and type and distance of race to suit individual horses.	1
Using technology	Through use of mobile phones and facsimile to communicate with owners and officials, and use of computers for internet access to race programming, entries and acceptances, and general information and email communication.	2

RANGE STATEMENT

The Range Statement explains how this competency standard can be used by a licensed trainer to assess training and racing programs for individual horses, in order to make adjustments to improve fitness and race performance.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Licensing of trainer
- Registration and licensing of animals
- Registration of others associated with handling animals
- Safety of animals and others
- Requirements for and eligibility of animals to access training and racing facilities

- Age of horse
- Sex of horse
- Hormonal factors
- Training and racing times
- Track conditions
- Respiration rate and aerobic performance
- Recovery time after exercise
- Weight of horse
- Muscle definition
- Condition of blood
- Heart rate before and after race
- Stage of preparation
- Quality of opposition
- Brightness of eye and condition of coat
- Appetite and general health and wellbeing
- Feeding regime

- Track surface, weather, temperature, type of race, manner in which the race was run, influence of field position, interference, *level of fitness* and well being of horse, travelling conditions for horses, speed of race, barrier/starting position, temperament of horse
- **(Thoroughbred)** rider, variations to handicap weight
- (**Standardbred)** driver, type of start (mobile or standing)

- Speed and tempo of race
- Track bias
- Barrier draw
- Riding tactics
- Gear changes
- Interference

EVIDENCE GUIDE

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Demonstration of:	• Ability to identify the variables that govern fitness of individuals at various stages of a training program and racing program
	• Assessing the fitness of given individual horses according to, behavioural and performance criteria, at various stages of a training program and racing program.
	• Entering horses for races in which they are eligible to race and which are best suited to their potential and style of racing
	• Ability to communicate with owners and employees and industry personnel regarding individual standardbreds or thoroughbreds potential, performance and needs
	• Ability to analyse training and racing records and information in order to determine appropriate training schedule

Knowledge and Application of:	• Principles of assessment of performance for standardbreds or thoroughbreds for racing
	• This knowledge includes but is not limited to, assessment of capability, race preparation, selection of jockeys and drivers, race tracks, race day conditions, race tactics and "reading a race"
	• Principles of feed and nutrition of standardbreds or thoroughbreds in training and racing
	• Racing calendars, race types (classes), handicapping and racetrack surfaces, and how these impact upon individual animals and their racing needs and temperaments
	• Recording requirements for training, racing, feeding, and veterinary care of individual standardbreds and thoroughbreds
Context of Assessment	• Assessment in this unit must include horses that are currently racing, and must include a variety of animals at different stages of their training or racing program.
Method of Assessment	Assessment may include:
	• Questioning of underpinning knowledge
	• Short answer or multiple choice testing
	• Review and analysis of videos of race performance
	• Observation of work practices
	• Simulation exercises
	• Assignments and practical tests
Resource Implications	• Access to a commercial training establishment and the full range of equipment normally associated with same.
	• A variety of horses in various stages of preparation and as found in most commercial establishments will be required.
	• Some tasks may be completed using a simulated environment.
	• A qualified Assessor will be required for this unit.

| **Pre-requisite Assessment of Units** | This unit should be assessed after competency has been established in the following units: |

- RGRH206A - Apply Occupational Health and Safety procedures
- RGRH207A - Handle horses safely
- RGRH208A - Work effectively in the racing industry
- RGRH209A - Care for horses,
- RGRH310A - Oversee safe handling of horses
- RGRH311A - Apply principles of basic anatomy and physiology to horses
- RGRH312A - Lead and co-ordinate personnel effectively in the racing industry
- RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds
- RGRH421A - Manage the education of standardbreds or thoroughbreds
- RGRH422A - Train and race standardbreds or thoroughbreds

RGRH424A	**Manage and perform administrative activities associated with racing horses**
Unit Descriptor	This unit applies to competencies required for the management by licensed trainers of racing programs for one or more standardbreds or thoroughbreds kept and trained for the purpose of competitive racing in industry-regulated competition. It includes identifying and complying with relevant rules, regulations and responsibilities required of licensed trainers, and management of documentation and records. The unit also covers the competencies required to undertake race day duties and participate in industry inquiries, protests and appeals.
	Pre-requisite unit:
	RGRH423A - Evaluate training and racing programs of standardbreds or thoroughbreds
Unit Sector	Horse

ELEMENT	**PERFORMANCE CRITERIA**
1. Know the relevant rules, regulations and responsibilities related to training and racing standardbreds or thoroughbreds	1.1 The relevant **industry and local government rules and regulations** pertaining to the training and racing of standardbreds, or thoroughbreds are known and observed. 1.2 Knowledge of changes to rules and regulations is demonstrated. 1.3 **Responsibilities and obligations** of the trainer to relevant people are understood and observed. 1.4 Responsibilities and obligations relating to **security** of premises, animals and medications are understood and observed. 1.5 Responsibilities and obligations pertaining to animal welfare and including agistment and quarantine are understood and observed.
2. Manage the regulatory documentation for training and racing standardbreds or thoroughbreds	2.1 **Documents** are completed accurately, and with up-to-date information. 2.2 Documents are provided as required. 2.3 Documents are stored safely and securely and are readily accessible by relevant officials when requested
3. Manage the appropriate stable records for individual standardbreds or thoroughbreds	3.1 Accurate **records** of racing animals are maintained.
4. Use computer technology in managing business	4.1 **Computers** are used to access information on race fields 4.2 Nominations and acceptances are processed via Internet 4.3 Specialised software programs relevant to management of a racing business are accessed

5.	Perform the race day duties of a trainer of standardbreds or thoroughbreds	5.1	Effective communication skills in dealing with appropriate personnel on race day are demonstrated.
		5.2	The timely and safe transport of animals is organised.
		5.3	Presentation of animals for race day is organised to **industry, rules or regulations.**
		5.4	Race day and travelling staff are organised.
		5.5	Pre and post race care of animals is organised.
		5.6	Responsibilities to others are understood and demonstrated.
6.	Participate in protests and inquiries	6.1	Present information as required at a **protest, or inquiry.**
		6.2	Rights, responsibilities, rules, regulations and procedures are understood and observed.
7.	Participate in appeals.	7.1	Prepare for and present at an **appeal** as required.
		7.2	Rights, responsibilities, **rules, regulations and procedures** are understood and observed.
8.	Use technology to manage racing programs	8.1	Data is located and retrieved from source
		8.2	On-line facilities are utilised in the administration of racing programs

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to staff on matters occurring in the workplace such as condition and behaviour of animals, condition of gear, hazards and problems, and arrangements for travel. By conversing with racecourse staff and officials to give and receive instructions and obtain and impart information on race days. By participating in public speaking and media interviews and via computer and facsimile. By presenting information at a protest, inquiry or appeal.	3
Collecting analysing and organising information	By reference to official publications, racing calendars, Rulebooks, and media articles. By organising and attending stable team meetings and attending industry meetings and Trainer's Association meetings.	3
Planning and organising activities	Racing programs are planned, daily work routine is organised, staff are briefed, progress of work is checked, transport to race meetings is organised in advance, equipment and gear is checked and organised, horses identified and prepared for transport. Documentation is organised. Owners alerted to dates and times of race meetings.	3
Working with others and in teams	By liaison with staff to delegate responsibility, manage and organize others, and plan and distribute work. By liaison with owners to plan racing programs for horses. By liaison with professionals such as farriers and veterinarians called upon to assist in the management and training of standardbreds or thoroughbreds	3
Using mathematical ideas and techniques	By calculating time for tasks, by measuring quantities, by estimating and adjusting orders of supplies and equipment.	2

Key Competency	Example of Application	Performance Level
Solving problems	By observing and reporting unusual behaviour or conditions in animals, by detecting potential hazards in the workplace, by analysing work practices and suggesting improvements. By addressing problems related to the management of a training program and racing program for standardbreds or thoroughbreds such as dealing with contingencies on race day, such as an injured/sick animal, transport delays, or staff shortages.	2
Using technology	Through use of mobile phones and facsimile to communicate with officials and owners, and use of computers for communication, internet access to race programming and entries, general information and email.	2

RANGE STATEMENT

The Range Statement explains how this competency standard can be used by a licensed trainer to manage a racing program for individual horses so as to enable each horse to be entered in races conducted by the racing authorities, and be represented in events arising from competitive racing, such as protests, appeals, and inquiries.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- **(Standardbred)** Australian Rules of Harness Racing and local rules
- **(Thoroughbred)** Australian Rules of Racing and local rules of racing
- Council regulations pertaining to premises and animal welfare

- Industry publications authorised and published by controlling bodies of harness or thoroughbred racing, including industry rules and regulations

- Trainer is responsible to owner(s) for caring for and training horses entrusted
- Trainer has an employer's responsibility to stable staff and obligations to others providing services to the stable, such as veterinarians, farriers, jockeys, harness drivers and suppliers
- Trainer is responsible to stewards and other officials under the rules of racing

- Owners, other trainers, stewards, racecourse officials, general public, veterinarians, stable staff, farriers, suppliers, breeders, livestock agents, press and media, horse transporters, jockeys (thoroughbreds), harness drivers (standardbreds)

- Trainer's licence, employee registration card/licence, entry and acceptance forms, transfers and leases, letter of authority to be in charge of horses at a race meeting, document of description of animal
- **(Standardbred)** gear change forms, stable returns, "out of draw" forms
- **(Thoroughbred)** strapper's passes, clearances, barrier certificates

- Vaccination records, financial records, health and injury records, feed/watering records, records of nominations, racing history of individuals, treatment forms, medication records, day books, veterinary treatment records, employee attendance and pay books, order books and invoices.

- Computers
- Specialised software management programs
- Internet and on-line access to race programs

- Organising animal and personal transport, liaison with owner(s) pre and post race, declaration of attendance, presentation of horses for racing, pre and post race care of animals, determining that race gear is correct and safe, attending *protests, inquiries,* and presentations.
- **(Standardbred)** instructing the driver, gearing horses, providing colours, liaising with owners
- **(Thoroughbred)** Obtaining the saddle and saddling the horse, distributing the colours, instructing the jockey, liaising with owners
- Organising gear such as: travelling boots, bandages, needle and thread, bits, bridles, halters, racing colours, towels, pacifiers, blinkers, breast plates, tapes, girth, surcingle, girth covers, tongue ties, shadow rolls, rugs.

- Relaying clear, accurate information, relating evidence with reference to the relevant rules and regulations
- Knowing the rules, rights, procedures and responsibilities of a trainer during the different procedures of protests, inquiries and appeals
- Answering questions clearly when giving evidence, requesting clarification if unsure
- Representing the interests of the stable/owner/horse

EVIDENCE GUIDE

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Demonstration of:	• Ability to review a race and assess the performance of horses • Effective communication in a range of situations including giving and receiving instructions face to face, over the telephone, via the written word, public speaking and via computer and facsimile • Effective communication skills in dealing with appropriate personnel on race day • Ability to present information at a protest, inquiry or appeal • Ability to delegate responsibility, manage and organize others including paid employees, volunteers, family members and professionals such as farriers and veterinarians called upon to assist in the management and training of standardbreds or thoroughbreds • Problem solving related to the management of a training program and racing program for standardbreds or thoroughbreds such as dealing with contingencies on race day, including dealing with an injured/sick animal • Effective time management including realistic time to task allocation, allowing sufficient time to, for example, complete documentation, arrive at the race meeting, and schedule the transport of the animal to arrive at the race meeting in sufficient time.
Knowledge and Application of:	• Rules and regulations for training and racing standardbreds or thoroughbreds • Principles and regulations of animal welfare in relation to the training, racing and transporting of standardbreds or thoroughbreds • Procedures for timely and safe transport of animals • Rules, procedures, and processes of protests, inquiries, and appeals • Rights, responsibilities, rules and procedures related to protests, inquiries and appeals • Race day procedures and obligations of trainers regarding attendance at race meetings • Documentation requirements of the industry in relation to training and racing standardbreds or thoroughbreds • Completing, lodging and storing industry documentation in accordance with rules and regulations

Context of Assessment	• Assessment of the competencies in this unit can best be done in the environment of a professional racing stable. Documentation must relate to horses that are presently in training and are housed in registered training facilities. Documentation must relate to a number and variety of racing animals.
	• Performance of race day duties (element 4) can be assessed by observation of a race meeting.
	• Assessment of competencies involved in protests appeals and inquiries (elements 5 and 6) can be done be simulation and/or role-playing.
Method of Assessment	Assessment may include:
	• Observation of work practices at various times during the working day and on different occasions
	• Questioning of underpinning knowledge
	• Practical tests and exercises
	• Simulation and role-playing
Resource Implications	• Access to a commercial training establishment and the full range of equipment normally associated with same.
	• A variety of horses in various stages of preparation and as found in most commercial establishments will be required.
	• Some tasks may be completed using a simulated environment.
	• A qualified Assessor will be required.
Interdependent Assessment of Units	This unit may be assessed in conjunction with the following units:
	• RGRH425A - Manage maintenance and security of a training establishment
	• RGRH426A - Manage finances for a horse-training establishment
	• RGRH427A - Manage staff and/or self for horse trainers
Pre-requisite Assessment of Units	This unit should be assessed after competency is established in the following units:
	• RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds
	• RGRH421A - Manage the education of standardbreds or thoroughbreds
	• RGRH422A - Train and race standardbreds or thoroughbreds
	• RGRH423A - Evaluate training and racing programs for standardbreds or thoroughbreds

RGRH425A	**Manage maintenance and security of a training establishment**
Unit Descriptor	This unit applies to the management of the maintenance of plant, equipment and property located in a commercial training establishment operated by a licensed trainer and housing one or more standardbreds or thoroughbreds kept and trained for the purpose of competitive racing in industry regulated competition. It includes the maintenance of gear, tack, plant and equipment through the implementation of a maintenance plan and the delegation of responsibility for maintenance and security of property and animals.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Manage the maintenance of gear or tack appropriate to training and racing standardbreds or thoroughbreds	1.1 Safe and serviceable **tack or gear** appropriate for training and racing standardbreds or thoroughbreds is identified and used according to the industry rules and standards.
	1.2 **Maintenance plan** for gear and tack is implemented, monitored and adjusted appropriately.
	1.3 Appropriate specialists advice regarding repair to gear and tack is arranged.
	1.4 Occupational health and safety standards are observed while maintaining tack and gear.
2. Manage the maintenance of plant and equipment associated with the training property	2.1 Safe and serviceable **plant and equipment** are maintained as per manufacturer's specifications.
	2.2 A **maintenance schedule** for plant and equipment is implemented.
	2.3 Appropriate specialists advice and repair to plant and equipment is arranged.
	2.4 Occupational health and safety standards are observed while maintaining plant and equipment.
	2.5 Procedures for **safe handling of toxic substances** are observed
3. Manage the security of property and animals	3.1 Security Industry Act and regulatory requirements including local council and industry rules and regulations are known.
	3.2 Premises are **secure** and access restricted to approved persons.
	3.3 **Medications** are securely stored and recorded.
	3.4 **Security risk** is managed and reviewed.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to team members and receiving feedback on matters relating to condition of gear and tack, maintenance schedules for plant and equipment, and security arrangements for premises.	3
Collecting analysing and organising information	By reference to maintenance plans, maintenance schedules, and maintenance manuals. By organising and attending team meetings and management meetings and by preparing and revising work rosters for maintenance, repair and replacement of gear and tack.	3
Planning and organising activities	Maintenance plans produced, reviewed, and revised. Regular team meetings organised, daily work routine is organised, staff are briefed, progress of work is checked, equipment and gear is checked and organised, security reviewed.	3
Working with others and in teams	By liaison with staff to plan and distribute maintenance work and tasks and check and report on completion of work.	2
Using mathematical ideas and techniques	By preparing a budget for maintenance and replacement of gear, tack and equipment.	2
Solving problems	By detecting maintenance problems and taking corrective action. By establishing plans and procedures to undertake maintenance of gear, tack and equipment.	2
Using technology	Through use of mobile phones and facsimile to communicate with suppliers, and use of computers for internet access to general information and email.	1

RANGE STATEMENT

The Range Statement explains how a licensed trainer can use this competency standard to manage plant, equipment, and security, in a commercial horse-training establishment.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- **(Standardbred)** Harness and hopples as per Australian Standard approved gear list
- **(Thoroughbred)** Leads, bridles, saddlery, blinkers, pacifiers, bits, reins, girths, surcingles, rugs as approved by local authorities

- Inspection and repairs to gear on a daily, weekly, monthly or yearly basis
- Identification of tack and gear
- Reference to relevant manufacturer's instructions and specifications for requirements and methods of maintenance
- Appropriate delegation of responsibility for the maintenance of gear and tack
- Maintenance may be undertaken in-house or organised with specialists such as saddlers, rug repairers
- Allocation of tasks and delegation of responsibility for undertaking and assessing the outcome of the maintenance program
- Record keeping in relation to the maintenance of gear or tack
- Maintenance plan and *maintenance schedule* is reviewed and amended as required.

- Tractors, trailers, gates, fences, stables, yards, swimming facilities, walking machines, laser machines, therapeutic treatment machines, treadmills, chaff cutters, oat cutters, floats, trucks, weighing scales, carts and sulkies, (standardbred only).

- Maintenance on a daily, weekly, monthly or annual basis
- Identification of plant and equipment
- Reference to relevant manufacturer's instructions and specifications for requirements and methods of maintenance
- Maintenance may be undertaken in-house or externally with the assistance of a range of specialists including mechanics, carpenters, builders, plumbers, electricians, fencers
- Allocation of tasks and delegation of responsibility for undertaking and assessing the outcome of the maintenance program
- Record keeping in relation to the maintenance of plant and equipment
- Storage and safe disposal of ***toxic substances***

- Access to approved persons
- Safe storage of dangerous goods and ***medications***
- Adequate locking systems and alarms and warning systems

EVIDENCE GUIDE

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Demonstration of:	• Effective communication in a range of situations including giving and receiving instructions face to face, over the telephone, via the written word, public speaking, computer, facsimile • Ability to delegate responsibility, manage and organise others • Problem solving related to the management of the maintenance and repair of gear or tack and plant and equipment • Effective time management • Interpreting manufacturer's specification for maintaining safe and serviceable plant and equipment correctly • Applying safe work practices and procedures in relation to maintenance of gear or tack and plant and equipment • Correct maintenance programs for plant and equipment • Recognition of specific and essential gear and tack

Knowledge and Application of:	• Standard maintenance procedures and requirements of gear, plant and equipment • Regulations pertaining to plant, equipment and property and appropriate standards and codes regarding structures to contain horses • Industry and manufacturers standards for maintaining safe and serviceable tack and gear required to train and race standardbreds or thoroughbreds • Council and industry rules and regulations pertaining to security of premises, animals (including guard dogs), equipment and materials • Principles of designing and implementing a security system
Context of Assessment	• This unit can be assessed in a commercial establishment involved in the training of racehorses. • All essential gear and tack, and equipment should be included in the assessment.
Method of Assessment	• Some components can be assessed in a simulated situation but must be related to racing industry conditions and tasks. Assessment may include: • Questioning of underpinning knowledge • Observation of work practices and systems • Assignments and projects • Inspection of equipment
Resource Implications	• Access to a commercial training establishment and the full range of equipment normally associated with same. • Some tasks may be completed using a simulated environment. • A qualified Assessor will be required for this unit.
Interdependent Assessment of Units	This unit may be assessed in conjunction with the following units: • RGRH424A - Manage and perform administrative activities associated with racing horses • RGRH426A - Manage finances for a horse-training establishment • RGRH427A - Manage staff and/or self for horse trainers

Pre-requisite Assessment of Units	This unit should be assessed after competency is established in the following units:
	• RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds
	• RGRH421A - Manage the education of standardbreds or thoroughbreds
	• RGRH422A - Train and race standardbreds or thoroughbreds
	• RGRH423A - Evaluate training and racing programs for standardbreds or thoroughbreds

RGRH426A	**Manage finances for a horse-training establishment**
Unit Descriptor	This unit applies to the competencies required for financial management of a racing and training establishment for standardbreds or thoroughbreds trained by a licensed trainer for the purpose of competitive racing in industry-regulated competition. This unit involves the management of finances to foster financial viability by the implementation of a financial management program.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Monitor financial viability	1.1 **Financial needs** are determined.
	1.2 Financial **budgets** are prepared.
	1.3 Sources of adequate income are developed and maintained to meet budget needs.
	1.4 Opportunities for income generation are identified.
	1.5 The different forms/types of agreements between owners and trainers, and the associated rights and responsibilities are understood.
	1.6 Opportunities for income protection and other insurance are assessed
2. Implement a financial management program	2.1 **Invoices** for payment to creditors are identified and reconciled.
	2.2 Payments to creditors are dispatched and recorded.
	2.3 Invoices for debtors are prepared, dispatched and followed up.
	2.4 Payment summaries are entered into journals.
	2.5 Discrepancies between transaction documentation and account balances are identified.
	2.6 Requirements of **business activity statements** are met
3. Seek assistance from financial advisors where appropriate	3.1 Need for **professional assistance** is determined.
	3.2 Professional service providers and specialised packaged financial management systems are identified and accessed.
	3.3 **Financial advisors** and administrators are communicated with effectively.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By obtaining information from relevant specialists such as accountants, tax agents, and financial advisors, and by keeping financial records and providing financial information to relevant specialists in accordance with financial plans.	3
Collecting analysing and organising information	By reference to financial plans, business plans, budgets, invoices, bills, accounts, bank statements and other financial data. By reference to information and advice from specialist financial advisors.	2
Planning and organising activities	Monthly accounts organised, banking and taxation processes planned, auditors appointed, budgets prepared and reviewed.	2
Working with others and in teams	By regular liaison with accountants, bookkeepers and financial advisors.	2
Using mathematical ideas and techniques	By calculating costs, profits, fees, charges and managing financial data.	2
Solving problems	By monitoring the progress of the business, managing cash flows and containing costs. By obtaining specialist advice when required. By analysing work practices and suggesting improvements to meet financial targets.	2
Using technology	Through use of phones, mobile phones and facsimile to communicate with financial advisors, and use of computers for establishing and maintaining financial records, internet access to financial information and email.	2

RANGE STATEMENT

The Range Statement explains how a licensed trainer can use this competency standard to manage the financial operations of a commercial horse-training establishment.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Comparisons of profit/loss, debit/credit, and assets/liabilities
- Identifying variances or trends
- Assessing opportunities to increase income and/or decrease expenditure
- Comparing income to expenditure
- Measuring cash flow

- Identifying operating costs of training feeding and maintaining the health of horses
- Identifying operating costs associated with salaries, tax, levies, insurance and related fees
- Identifying income generated from training fees / invoicing clients
- Operating a centralised payment system
- Establishing a *budget*
- Establishment of record keeping system for:
  - account payment periods
  - *invoices,* accounts, outgoings
  - receipting payments/income
  - balance sheets, reconciliation statements
  - journal entries, ledgers
  - bank statements.
  - Business Activity Statement and GST

- Accountants
- Tax agents
- Bank managers
- Financial intermediaries
- Financial advisors
- Others in the industry
- Office and computer/software suppliers

EVIDENCE GUIDE

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

Demonstration of:	• Developing a financial management plan • Implementing a financial plan. • Effective communication in a range of situations including giving and receiving instructions face to face, over the telephone, via the written word, computer, facsimile • Problem solving related to the financial management of a training establishment for standardbreds or thoroughbreds such as dealing with contingencies, bad debtors, and cash flow • Effective time management practices
Knowledge and Application of:	• Financial requirements to train and race standardbreds or thoroughbreds • Range of professional advisors for financial management • Principles of fair trade and practice in relation to the financial management of the business • Taxation and superannuation requirements • Bookkeeping requirements • Different types of business agreements, and the legal responsibilities and rights of individual parties participating in that agreement • Employer obligations in relation to awards and employee representation
Context of Assessment	Assessment tasks should be focused on the business activities of an establishment that trains standardbreds or thoroughbreds. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.
Method of Assessment	Assessment may include: • Questioning of underpinning knowledge • Testing of financial plans and budgets • Assignments or projects • Simulation exercises
Resource Implications	• Assessment will require access to the financial information relevant to the business of operating a racing stable. • A qualified Assessor will be required for this unit.
Interdependent Assessment of Units	This unit may be assessed in conjunction with the following units: • RGRH424A - Manage and perform administrative activities associated with racing horses • RGRH425A - Manage maintenance and security of a training establishment • RGRH427A - Manage staff and/or self for horse trainers

Pre-requisite Assessment of Units	This unit should be assessed after competency is established in the following units:

- RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds
- RGRH421A - Manage the education of standardbreds or thoroughbreds
- RGRH422A - Train and race standardbreds or thoroughbreds
- RGRH423A - Evaluate training and racing programs for standardbreds or thoroughbreds

RGRH427A
Unit Descriptor

Manage staff and/or self for horse trainers

This unit applies to the competencies required for the management of staff, including self, in a racing establishment for standardbreds or thoroughbreds trained for the purpose of competitive racing in industry-regulated competition. It includes organising and evaluating the outcomes of work tasks and planning and implementing a marketing strategy for the business.

Unit Sector

Horse

ELEMENT	PERFORMANCE CRITERIA
1. Organise work tasks and evaluate outcomes for self	1.1 **Work tasks** are achievable within set time frames and considering competence of the individual. 1.2 **Safe work practices** observed
2. Plan, and implement a marketing strategy as appropriate	2.1 Industry publications are identified. 2.2 **Marketing strategy** to improve prospects of self within the racing industry is identified. 2.3 The individual marketing strategy is reviewed, assessed and adjusted.
3. Manage staff documentation and responsibilities	3.1 **Responsibilities and obligations** relating to employees are known and observed. 3.2 **Documentation** requirements relating to casual and non-paid and staff from overseas are known and observed. 3.3 Relevant **awards** relating to the employment of staff and employee representation are known and observed. 3.4 Relevant awards and the regulations pertaining to workplace contracts are known and understood. 3.5 Obligations to indentured staff are known and followed. 3.6 Establish contact and dealings with relevant unions.
4. Manage the occupational health and safety policy for stables	4.1 Relevant state and national **occupational health and safety regulations** are known and observed.
5. Participate in press and media interviews	5.1 Techniques for participating in **radio and Television interviews** are developed. 5.2 Methods for participating in interviews with journalists are known and applied
6. Manage procedures for selection and hiring of staff	6.1 Recruitment procedures are known 6.2 Interview processes are known and followed 6.3 Appointment processes are known and followed 6.4 Dismissal procedures are known and followed

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to employees on matters relating to their employment conditions, entitlements and obligations. By providing information to staff on occupational health and safety policies and marketing plans and opportunities.	2
Collecting analysing and organising information	By reference to official industry publications, industrial awards and agreements, government legislation and information received from insurers, tax agents and superannuation funds. By organising and attending team meetings and management meetings to disseminate information and by preparing and revising work and leave rosters and other instructions and arrangements.	3
Planning and organising activities	Regular team meetings organised, timetables planned, daily work routine is organised, authority delegated, staff are briefed, progress of work is reported and checked and future plans discussed.	3
Working with others and in teams	By liaison with staff and outside contractors to plan and distribute work and tasks and check and report on completion of work. By forming work teams and assigning tasks to teams when appropriate.	2
Using mathematical ideas and techniques	By calculating time for tasks, by measuring quantities, by estimating and adjusting orders for supplies. By managing finances and budgets.	2
Solving problems	By applying people management skills to resolve conflict in the workplace. By managing and administering the human resource aspects of the business, and by keeping records and policies up to date and operational. By consulting staff for advice on matters in the workplace and by analysing work practices and taking action to make improvements.	2

Key Competency	Example of Application	Performance Level
Using technology	Through use of mobile phones and facsimile to communicate, and use of computers for generating information, internet access, and email.	1

RANGE STATEMENT

The Range Statement explains how a licensed trainer can use this competency standard to manage all aspects of staffing and marketing for a commercial horse-training establishment.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Feeding and watering horses
- Training and exercising horses
- Grooming horses
- Cleaning and maintaining stables
- Maintaining gear and property
- Maintaining plant and equipment

- Full time trainers/stablehands/foremen
- Casual stablehands
- Volunteers and family members
- Veterinarians
- Transport drivers
- Farriers
- Track work riders or drivers

- Advertising in industry publications
- Advertising by brochure or pamphlet preparation
- Personal contact with owners and potential owners
- Word of mouth
- Media releases

- Occupational health & safety
- Workers compensation
- Insurance policies
- Industrial awards
- Equal employment opportunity
- Harassment laws
- Workplace contracts and agreements
- Taxation compliance
- Superannuation compliance
- Employment/dismissal procedures
- Privacy laws
- Compliance with visa and work permit laws for international staff
- Licensing of employees

- Taxation records
- Insurance policies
- Workers compensation forms
- Salaries records
- Superannuation records
- Workplace contracts or agreements
- Industrial **awards**
- Leave records
- Time books

- State regulations
- Industry regulations and policy
- Federal regulations
- Stable regulations, policy or procedures

- Answering questions
- Responding to press statements
- Television appearances
- Providing verbal and written information

EVIDENCE GUIDE

Critical Aspects of Evidence   Evidence to demonstrate consistent achievement of this unit's outcomes includes:

Demonstration of:	• Delegation of responsibility, managing and organising others in small work teams
	• Developing a marketing and promotion strategy
	• Effective communication in a range of situations including giving and receiving instructions face to face, over the telephone, computer, facsimile, via the written word, public speaking and with the media
	• Ability to solve problems related to the management of self and others in relation to a training program and racing program for standardbreds or thoroughbreds
	• Understanding of effective time and stress management

Knowledge and Application of:	• Occupational health and safety regulations and policies at an industry, state and national level
	• Principles of marketing and promotion
	• Principles of safe work practices in allocating and evaluating the outcomes of work tasks
	• Principles of human resource management

Context of Assessment	• Assessment tasks should be focused on the management and business activities of an establishment that trains standardbreds or thoroughbreds.

Method of Assessment	• Some components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.

Assessment may include:

- Questioning of underpinning knowledge
- Observation of work practices
- Short answer or multiple choice testing
- Inspection of records and policies

Resource Implications	• Assessment will require access to the business records, policies, and staffing information relevant to the business of operating a commercial racing stable.
	• A qualified Assessor will be required for this unit.

Interdependent Assessment of Units	This unit may be assessed in conjunction with the following units:

- RGRH424A - Manage and perform administrative activities associated with racing horses
- RGRH425A - Manage maintenance and security of a training establishment
- RGRH426A - Manage finances for a horse-training establishment

Pre-requisite Assessment of Units	This unit should be assessed after competency is established in the following units:
	• RGRH420A - Plan training and racing programs for standardbreds and thoroughbreds
	• RGRH421A - Manage the education of standardbreds or thoroughbreds
	• RGRH422A - Train and race standardbreds or thoroughbreds
	• RGRH423A - Evaluate training and racing programs for standardbreds or thoroughbreds

RGRH528A	**Manage and promote a training and racing business**
Unit Descriptor	This unit applies to the management of a business involving many standardbreds or thoroughbreds kept and trained for the purpose of competitive racing in industry- regulated competition. It includes identifying and complying with relevant rules, regulations and responsibilities, managing employment of staff, maintaining documentation and performing race day duties of a trainer.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA	
1. Know the relevant rules, regulations, obligations and responsibilities related to training and racing a number of standardbreds or thoroughbreds	1.1	**Rules and regulations** relating to being licensed to train for and on behalf of others are known and demonstrated.
	1.2	Rules and regulations relating to the licensing of employees are known and demonstrated.
	1.3	Rules and regulations relating to training horses for owners and syndicates are known and demonstrated.
	1.4	Knowledge of State and Local government **regulations,** relating to the operation of a training business is demonstrated
	1.5	Obligations resulting from contractual arrangements between owners and trainers are known and understood.
	1.6	Negotiation of suitable arrangements between owner and self, relating to the training and care of horses is demonstrated.
	1.7	Problems between owners and trainers are satisfactorily resolved.
2. Manage regulatory documentation for training and racing a number of standardbreds or thoroughbred	2.1	Documentation relevant to a number of standardbreds or thoroughbreds is maintained, stored securely and made accessible to relevant officials.
3. Manage the human resources function	3.1	Selection, induction, ongoing employment and dismissal procedures are known and implemented.
	3.2	**Employment policies** are communicated to and with staff and grievance procedures are known and in place.
4. Plan, organise and implement a marketing strategy	4.1	A **marketing strategy** is designed and implemented
	4.2	The marketing strategy is reviewed, assessed and adjusted.
5. Perform the race day duties of a trainer in relation to staff and owners	5.1	Obligations relating to **owners** on race day and at other times are known and fulfilled.
	5.2	Care of a number of horses is managed with sufficient numbers of capable **staff** employed to fulfil all race day obligations.
	5.3	Staff and animals are adequately prepared, provisioned and supervised on race day.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to staff on matters occurring in the workplace such as condition and behaviour of animals, condition of gear, hazards and problems, and arrangements for travel. By conversing with racecourse staff and officials to give and receive instructions and obtain and impart information on race days. By participating in public speaking and media interviews and via computer and facsimile. By presenting information at a protest, inquiry or appeal.	3
Collecting analysing and organising information	By reference to official publications, racing calendars, Rulebooks, and media articles. By organising and attending stable team meetings and attending industry meetings and Trainer's Association meetings.	3
Planning and organising activities	Racing programs are planned, daily work routine is organised, staff are briefed, progress of work is checked, transport to race meetings is organised in advance, equipment and gear is checked and organised, horses identified and prepared for transport. Documentation is organised. Owners alerted to dates and times of race meetings.	3
Working with others and in teams	By liaison with staff to delegate responsibility, manage and organize others, and plan and distribute work. By liaison with owners to plan racing programs for horses. By liaison with professionals such as farriers and veterinarians called upon to assist in the management and training of standardbreds or thoroughbreds	2
Using mathematical ideas and techniques	By calculating time for tasks, by measuring quantities, by estimating and adjusting orders of supplies and equipment.	2

Key Competency	Example of Application	Performance Level
Solving problems	By observing and reporting unusual behaviour or conditions in animals, by detecting potential hazards in the workplace, by analysing work practices and suggesting improvements. By addressing problems related to the management of a training program and racing program for standardbreds or thoroughbreds such as dealing with contingencies on race day, such as an injured/sick animal, transport delays, or staff shortages.	3
Using technology	Through use of mobile phones and facsimile to communicate with officials and owners, and use of computers for communication, internet access to race programming and entries, general information and email.	2

RANGE STATEMENT

The Range Statement explains how this competency standard can be used by a licensed trainer to manage a racing program for individual horses so as to enable each horse to be entered in races conducted by the racing authorities, and be represented in events arising from competitive racing, such as protests, appeals, and inquiries.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- **(Standardbred)** Australian Rules of Harness Racing and local rules
- **(Thoroughbred)** Australian Rules of Racing and local rules of racing
- Local government regulations pertaining to premises and animal welfare and planning and control regulations
- Australian Trainers Association Terms and Conditions of Training (Thoroughbred only)
- Licensing of employees
- Licensing pertaining to syndicates
- Contractual arrangements

- Owners, other trainers, stewards, racecourse officials, general public, veterinarians, stable staff, farriers, suppliers, breeders, livestock agents, press and media, horse transporters, jockeys (thoroughbreds), harness drivers (standardbreds)

- Trainer's licence, employee registration card/licence, entry and acceptance forms, transfers and leases, letter of authority to be in charge of horses at a race meeting, document of description of animal
- **(Standardbred)** gear change forms, stable returns, "out of draw" forms
- **(Thoroughbred)** strapper's passes, clearances, barrier certificates

- Vaccination records, financial records, health and injury records, feed/watering records, records of nominations, racing history of individuals, treatment forms, medication records, day books, veterinary treatment records, employee attendance and pay books, order books and invoices.

- Establishment of an appropriate documents management system
- Registration papers
- Licensing documents
- Stable returns
- Taxation records
- Employee records

- Establishment of an appropriate documents management system
- Financial documents
- Employee documents
- Training and racing records and documents for individual horses

- Employment policy
- Staff selection and dismissal
- Staff induction
- Staff training
- Grievance procedures for OH&S, conflict resolution procedures,
- Sexual harassment laws, EEO
- Industrial awards and conditions of employment, workplace contracts
- Superannuation
- Workcover

- Advertising in industry publications
- Personal contact with owners and potential owners
- Media
- Word of mouth

- Organising *staff* and others to act on behalf of trainers on race day
- Organising staff and others to care for individual animals on race day
- Supervising employees on race day
- Communicating with *owners* - individual and syndicates
- Promoting training establishment with owners and potential owners
- Making acceptance and other speeches

- Organising animal and personal transport, liaison with owner(s) pre and post race, declaration of attendance, presentation of horses for racing, pre and post race care of animals, determining that race gear is correct and safe, attending protests, inquiries, and presentations.
- **(Standardbred)** instructing the driver, gearing horses, providing colours, liaising with owners
- **(Thoroughbred)** Obtaining the saddle and saddling the horse, distributing the colours, instructing the jockey, liaising with owners
- Organising gear such as: travelling boots, bandages, needle and thread, bits, bridles, halters, racing colours, towels, pacifiers, blinkers, breast plates, tapes, girth, surcingle, girth covers, tongue ties, shadow rolls, rugs.

- Relaying clear, accurate information, relating evidence with reference to the relevant rules and regulations
- Knowing the rules, rights, procedures and responsibilities of a trainer during the different procedures of protests, inquiries and appeals
- Answering questions clearly when giving evidence, requesting clarification if unsure
- Representing the interests of the stable/owner/horse

EVIDENCE GUIDE

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

Demonstration of:	• Understanding of the rules and regulations relating to training and racing standardbreds or thoroughbreds for others
	• Understanding of the rules, regulations and procedures for licensing staff and others to be employed in a training establishment
	• Developing, implementing and communicating employment policies, procedures and grievance procedures in keeping with legislative requirements
	• Ability to complete, lodge and systematically file industry documentation in a manner that allows for ready access to information
	• Effective communication skills in dealing with owners and the public on race day
	• Ability to organise the timely and safe transport of animals
	• Ability to present information at a protest, inquiry or appeal
	• Human resource management skills
	• Ability to delegate responsibility, manage and organise others including paid employees, volunteers, family members and professionals such as farriers and veterinarians called upon to assist in the management and training of a standardbred or thoroughbred
	• Problem solving related to the management of staff associated with a business of training and racing standardbreds or thoroughbreds
	• Effective time management including realistic time to task allocation, for self and employees
	• Negotiation skills
Knowledge and Application of:	• Race day procedures and obligations of trainers regarding attendance at race meetings by self and or employees
	• Appropriate selection and staff management skills
	• Legislative requirements of employing staff
Context of Assessment	• Assessment of the competencies in this unit can best be done in the environment of a professional racing stable. Documentation must relate to horses that are presently in training and are housed in registered training facilities. Documentation must relate to a number and variety of racing animals.
	• Performance of race day duties (element 4) can be assessed by observation and questioning at a race meeting.
	• Assessment of competencies involved in protests appeals and inquiries (elements 5 and 6) can be done be simulation and/or role-playing.

Method of Assessment	Assessment may include:

- Observation of work practices at various times during the working day and on different occasions
- Questioning of underpinning knowledge
- Practical tests and exercises
- Simulation and role-playing

Resource Implications	

- Access to a commercial training establishment and the full range of equipment normally associated with same.
- Some tasks may be completed using a simulated environment.
- A qualified Assessor will be required.

Pre-requisite Assessment of Units	This unit should be assessed after competency has been established in the following units:

- RGRH424A - Manage and perform administrative activities associated with racing horses
- RGRH425A - Manage the maintenance of plant, equipment, and property
- RGRH426A - Manage finances for a horse-training establishment
- RGRH427A - Manage staff and/or self for horse trainers

RGRH529A

Manage security of staff and property for racing stables

Unit Descriptor

This unit applies to the management of security for staff, plant, equipment and property for racing stables training a large number of standardbreds or thoroughbreds racing in industry regulated competition. It includes the management of gear, tack, plant and equipment and the development of policies for security and safety.

Unit Sector

Horse

ELEMENT	PERFORMANCE CRITERIA
1. Manage gear or tack appropriate to training and racing standardbreds or thoroughbreds	1.1 System is developed for staff to routinely inspect gear and tack and report deficiencies and replacement needs. 1.2 Replacement strategy for **gear and tack** is developed.
2. Manage plant and equipment associated with the training property	2.1 **Plan** for management of plant and equipment is developed.
3. Manage the security of staff property and animals	3.1 **Security** of premises, staff and animals is ensured. 3.2 Security procedures are developed. 3.3 **Staff training** in security procedures is undertaken.
4. Develop policies to establish and maintain a safe working environment	4.1 **Stable policies and procedures** are developed, based upon occupational health and safety and with regard to relevant legislation. 4.2 Information on the occupational health and safety system is readily accessible and clearly explained to staff. 4.3 Policies and procedures are established and maintained to facilitate identification and prevention of **hazards.** 4.4 Procedures are established for the identification and reporting of potential hazards. 4.5 Policies and procedures are established to deal with **emergencies.** 4.6 Procedures for dealing with emergencies are clearly explained to staff, at regular intervals

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to team members and receiving feedback on matters relating to condition of gear and tack, maintenance schedules for plant and equipment, and security arrangements for premises.	3
Collecting analysing and organising information	By reference to maintenance plans, maintenance schedules, and maintenance manuals. By organising and attending team meetings and management meetings and by preparing and revising work rosters for maintenance, repair and replacement of gear and tack.	3
Planning and organising activities	Maintenance plans produced, reviewed, and revised. Regular team meetings organised, daily work routine is organised, staff are briefed, progress of work is checked, equipment and gear is checked and organised, security reviewed.	3
Working with others and in teams	By liaison with staff to plan and distribute maintenance work and tasks and check and report on completion of work.	2
Using mathematical ideas and techniques	By preparing a budget for maintenance and replacement of gear, tack and equipment.	3
Solving problems	By detecting maintenance problems and taking corrective action. By establishing plans and procedures to undertake maintenance of gear, tack and equipment.	2
Using technology	Through use of mobile phones and facsimile to communicate with suppliers, and use of computers for internet access to general information and email.	1

RANGE STATEMENT

The Range Statement explains how a licensed trainer can use this competency standard to manage plant, equipment, and security, in a commercial horse-training establishment.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- **(Standardbred)** Leads, bridles, hopples, reins, straps as per Australian Standard gear list
- **(Thoroughbred)** Leads, bridles, saddlery, blinkers, pacifiers, bits, reins, girths, surcingles, rugs

- Inspection to gear on a daily, weekly, monthly or yearly basis
- Identification of defective tack and gear
- Reference to relevant manufacturer's instructions and specifications for use of gear
- Appropriate delegation of responsibility for the replacement of gear and tack
- Liaison with specialist suppliers such as saddlers
- Record keeping in relation to the replacement of gear or tack
- Plan is reviewed and amended as required.

- Tractors, trailers, gates, fences, stables, yards, swimming facilities, walking machines, laser machines, treadmills, chaff cutters, oat cutters, floats, trucks, weighing scales, carts and sulkies, (Standardbred only).

- Identification of plant and equipment
- Reference to relevant manufacturer's instructions and specifications for requirements and methods of maintenance and replacement
- Liaison with a range of specialists including mechanics, carpenters, builders, plumbers, electricians, and fencers
- Allocation of tasks and delegation of responsibility for undertaking tasks in the plan
- Record keeping in relation to maintenance of plant and equipment

- Access to approved persons
- Safe storage of dangerous goods and medications
- Adequate locking systems, alarms and warning systems
- Security of information
- Security of premises and plant and equipment
- Security of staff
- Security of animals

- Occupational Health & Safety, including reporting procedures
- Workplace hazards - identification, reporting and repair
- Emergency procedures (such as fire, injuries,)
- Communication of procedures to employees

- State regulations
- Federal regulations
- Industry regulations

- Stable routines or procedures
- Buildings
- Plant and equipment
- Gear
- Movement of horses

- Fire
- Injury to horses
- Injury to people
- Outbreak of disease

EVIDENCE GUIDE

Critical Aspects of Evidence

Demonstration of:	• Developing occupational health & safety policy and procedures, having safe systems of work, and communicating these to staff in a manner that is clearly understood • Method for implementing and familiarising staff with procedures for hazard identification, reporting and repair procedures • Implementing and communicating security procedures to all employees • Developing and communicating emergency procedures to employees • Ability to communicate and establish procedures relating to policy within the workplace • Ability to ensure staff are trained in appropriate procedures
Knowledge and Understanding of:	• Policy and procedures development for OH&S, hazard identification, security and emergencies

Context of Assessment	• This unit can be assessed in a commercial establishment involved in the training of racehorses. • All essential gear and tack, and equipment should be included in the assessment.
Method of Assessment	• Some components can be assessed in a simulated situation but must be related to racing industry conditions and tasks. Assessment may include: • Questioning of underpinning knowledge • Observation of work practices and systems • Assignments and projects • Inspection of equipment
Resource Implications	• Access to a commercial training establishment and the full range of equipment normally associated with same. • Some tasks may be completed using a simulated environment. • A qualified Assessor will be required for this unit.
Pre-requisite Assessment of Units	This unit should be assessed after competency has been established in the following units: • RGRH424A - Manage and perform administrative activities associated with racing horses • RGRH425A - Manage the maintenance of plant, equipment, and property • RGRH426A - Manage finances for a horse-training establishment • RGRH427A - Manage staff and/or self for horse trainers

RGRH530A	**Manage business-planning processes for training establishments**
Unit Descriptor	This unit applies to the business-planning management of a racing and training establishment with a large number of standardbreds or thoroughbreds kept and trained for the purpose of competitive racing in industry regulated competition. This unit involves the management of finances to foster financial viability by the implementation of a financial management program as part of the business plan.
Unit Sector	Horse

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop a Business Plan	1.1 ***Business plan*** developed, in accordance with size and scale of the business.
	1.2 Business plan is implemented.
	1.3 Business plan is evaluated and adjusted

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By obtaining information from relevant specialists such as accountants, tax agents, and financial advisors, and by keeping financial records and providing financial information to relevant specialists in accordance with financial plans.	3
Collecting analysing and organising information	By reference to financial plans, business plans, budgets, invoices, bills, accounts, bank statements and other financial data. By reference to information and advice from specialist financial advisors.	3
Planning and organising activities	Monthly accounts organised, banking and taxation processes planned, auditors appointed, budgets prepared and reviewed.	3
Working with others and in teams	By regular liaison with accountants, bookkeepers and financial advisors.	2
Using mathematical ideas and techniques	By calculating costs, profits, fees, charges and managing financial data.	2
Solving problems	By monitoring the progress of the business, managing cash flows and containing costs. By obtaining specialist advice when required. By analysing work practices and suggesting improvements to meet financial targets.	2
Using technology	Through use of phones, mobile phones and facsimile to communicate with financial advisors, and use of computers and software programs for establishing and maintaining financial records, internet access to financial information and email.	2

RANGE STATEMENT

The Range Statement explains how a licensed trainer can use this competency standard to manage the business operations of a commercial horse-training establishment.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Assessing risk
- Comparisons of profit/loss, debit/credit, and assets/liabilities
- Identifying variances or trends
- Assessing opportunities to increase income and/or decrease expenditure
- Comparing income to expenditure
- Measuring cash flow

- Identifying operating costs of training feeding and maintaining the health of horses Identifying operating costs associated with salaries, tax, levies, insurance and related fees
- Identifying income generated from training fees / invoicing clients
- Establishment of record keeping system for:
  - account payment periods
  - invoices, accounts, outgoings
  - receipting payments/income
  - balance sheets, reconciliation statements
  - journal entries, ledgers
  - bank statements.
  - reporting

- Accountants
- Tax agents
- Bank managers
- Financial intermediaries
- Financial advisors
- Others in the industry

- Seeking assistance from a business professional to develop a plan
- Develop a plan individually

EVIDENCE GUIDE

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

Demonstration of:	• Ability to read and analyse a business plan • Ability to develop a business plan • Ability to monitor planning process • Ability to modify and adjust business plans according to variations in financial circumstances
Knowledge and Understanding of:	• Short and long term aspects of business plans • Banking, finance, and elementary accounting • Risk management factors
Context of Assessment	• Assessment tasks should be focused on the business activities of an establishment that trains standardbreds or thoroughbreds. Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.
Method of Assessment	Assessment may include: • Questioning of underpinning knowledge • Testing of financial plans and budgets • Assignments or projects • Simulation exercises
Resource Implications	• Assessment will require access to the financial information relevant to the business of operating a racing stable. • A qualified Assessor will be required for this unit.
Pre-requisite Assessment of Units	This unit should be assessed after competency has been established in the following units: • RGRH424A - Manage and perform administrative activities associated with racing horses • RGRH425A - Manage the maintenance of plant, equipment, and property • RGRH426A - Manage finances for a horse-training establishment • RGRH427A - Manage staff and/or self for horse trainers

RGRH531A	**Manage and organise for effectiveness and efficiency in a training establishment**
Unit Descriptor	This unit applies to the management of people, including self, in a racing establishment for a large number of standardbreds or thoroughbreds kept and trained for the purpose of competitive racing in industry regulated competition. It includes organising and evaluating the outcomes of work tasks and implementing a marketing strategy for the individual business.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Organise work tasks and evaluate outcomes for individuals and/or teams and self	1.1 Competence of individual employees is assessed and tasks allocated accordingly.
	1.2 **Work task** outcomes are clearly stated and contain all relevant details including standard of performance, limits of authority and responsibility required.
	1.3 Work tasks are achievable within set time frames and considering competence of the individual.
	1.4 **Safe work practices** are referred to in issuing instructions.
	1.5 Feedback on work performance related to the allocated work tasks is relayed to the individual(s).
	1.6 Employees are trained in tasks they are required to undertake.
	1.7 Employee performance is assessed/appraised at regular intervals.
2. Manage the human resource function	2.1 Procedures for staff selection, on-going employment and dismissal are known and implemented.
	2.2 **Employment policies** are communicated to staff and grievance procedures are known and in place.
	2.3 **Award and contract conditions** are made known.
3. Manage stable occupational health & safety policy	3.1 Policy and procedures relating to hazards identification, prevention and correction are developed and clearly and effectively communicated to employees.
	3.2 Policy and procedures relating to emergency procedures are developed and clearly and effectively communicated to employees.
	3.3 **OH&S regulations** and requirements are known, understood and implemented.

KEY COMPETENCIES

Processes to be applied to this competency standard

There are a number of processes that are learnt throughout 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. The questions below highlight how these processes are applied in this competency standard. The numbers in brackets indicate the level to which the competency needs to be demonstrated.

0 Not required

1 Perform the process

2 Perform and administer the process

3 Perform administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying information to employees on matters relating to their employment conditions, entitlements and obligations. By providing information to staff on occupational health and safety policies and marketing plans and opportunities.	3
Collecting analysing and organising information	By reference to official industry publications, industrial awards and agreements, government legislation and information received from insurers, tax agents and superannuation funds. By organising and attending team meetings and management meetings to disseminate information and by preparing and revising work and leave rosters and other instructions and arrangements.	3
Planning and organising activities	Regular team meetings organised, timetables planned, daily work routine is organised, authority delegated, staff are briefed, progress of work is reported and checked and future plans discussed.	2
Working with others and in teams	By liaison with staff and outside contractors to plan and distribute work and tasks and check and report on completion of work. By forming work teams and assigning tasks to teams when appropriate.	2
Using mathematical ideas and techniques	By calculating time for tasks, by measuring quantities, by estimating and adjusting orders for supplies. By managing finances and budgets.	1
Solving problems	By applying people management skills to resolve conflict in the workplace. By managing and administering the human resource aspects of the business, and by keeping records and policies up to date and operational. By consulting staff for advice on matters in the workplace and by analysing work practices and taking action to make improvements.	1

Key Competency	Example of Application	Performance Level
Using technology	Through use of mobile phones and facsimile to communicate, and use of computers for generating information on awards and employment matters, internet access, and email.	1

RANGE STATEMENT

The Range Statement explains how a licensed trainer can use this competency standard to manage all aspects of staffing and marketing for a commercial horse-training establishment.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Feeding and watering horses
- Training and exercising horses
- Grooming horses
- Cleaning and maintaining stables
- Maintaining gear and property
- Maintaining plant and equipment

- Full time trainers/stablehands/foremen
- Casual stablehands
- Volunteers and family members
- Veterinarians
- Transport drivers
- Farriers
- Track work riders or drivers

- Occupational health & safety
- Employment policies
- Workers compensation
- Insurance policies
- Industrial *awards*
- Equal employment opportunity
- Harassment laws
- Workplace *contracts* and agreements
- Taxation compliance
- Superannuation compliance

- Taxation records
- Insurance policies
- Workers compensation forms
- Salaries and time book records
- Superannuation records
- Workplace contracts or agreements
- Industrial awards
- Leave records

- State regulations
- Industry regulations and policy
- Federal regulations
- Stable regulations, policy or procedures

- Designing work rosters
- Implementing training programs for staff
- Managing supplies and equipment for business
- Managing documentation for:
  - Superannuation
  - Workers compensation
  - Wages
  - Public liability insurance
  - Award compliance
  - Workplace contracts
  - Regulatory requirements pertaining to OH&S

- Fire
- Injury to horses
- Injury to people
- Outbreak of disease procedures

EVIDENCE GUIDE

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Demonstration of:	• Application of the rules and regulations relating to the employment of others • Training and familiarising staff in all aspects of performance of workplace tasks, and workplace procedures and systems • Developing and communicating policies relating to occupational health and safety, hazard identification, and emergency procedures • Ability to communicate clearly with a variety of employees • Ability to manage workplace teams
Knowledge of:	Appropriate industry, state and national awards, superannuation, workers compensation and insurance requirements Public relations skills
Context of Assessment	• Assessment tasks should be focused on the management and business activities of an establishment that trains standardbreds or thoroughbreds.

Method of Assessment	• Some components can be assessed in a simulated situation but must be related to racing industry conditions and tasks.
	Assessment may include:
	• Questioning of underpinning knowledge
	• Observation of work practices
	• Short answer or multiple choice testing
	• Inspection of records and policies
Resource Implications	• Assessment will require access to the business records, policies, and staffing information relevant to the business of operating a commercial racing stable.
	• A qualified Assessor will be required for this unit.
Pre-requisite Assessment of Units	This unit should be assessed after competency has been established in the following units:
	• RGRH424A - Manage and perform administrative activities associated with racing horses
	• RGRH425A - Manage the maintenance of plant, equipment, and property
	• RGRH426A - Manage finances for a horse-training establishment
	• RGRH427A - Manage staff and/or self for horse trainers

RGRH101A	Introduction to Occupational Health and Safety Procedures
Unit Descriptor	This unit is concerned with competencies related to occupational health and safety policies and procedures relevant to the workplaces of the thoroughbred and standardbred codes of the racing industry. The unit is based on the Generic Competency A from the Worksafe Australia National Guidelines for integrating occupational health and safety competencies.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Maintain standards of occupational health and safety in the workplace	1.1 Occupational health and safety standards for the workplace are known and implemented.
	1.2 **Basic first aid** (level 1) procedures for the workplace (for humans) are demonstrated.
2. Contribute to arrangements for the management of occupational health and safety	2.1 Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures.
	2.2 Contributions are made to participative arrangements for occupational health and safety in the workplace.
3. Follow workplace procedures for hazard identification and emergencies.	3.1 Hazards in the work area are recognised and reported to **designated personnel** according to workplace procedures.
	3.2 Workplace procedures and work instructions for controlling **risks** are followed accurately.
	3.3 Workplace procedures for dealing with **accidents, fires and emergencies** are followed.

RANGE STATEMENT

The Range Statement provides details of how this competency can be used in the workplaces of the racing industry to ensure safety for humans and animals. Workplaces include thoroughbred and standardbred stables and racecourses, training tracks, beaches, farms and public areas.

- Horses
- Other people, including employees
- Machinery, equipment
- Physical environment
- Unsafe work practices
- Chemicals

- Unsafe workplace practices and procedures are identified
- Individual animal behaviour is understood
- Safe work practices are adhered to

- Basic first aid is a level 1 course conducted by a recognised authority to cover areas such as emergency procedures, care of cuts, scalds, bandaging, and application of CPR.

- Occupational health and safety officer
- Occupational health and safety work group
- Person to whom incidents, hazards and risks must be reported

- Occupational health and safety of self, other workers, and animals

- Identify emergency, accident, or fire, and respond within stable/kennel procedures
- Conduct self within safe work practice guidelines and procedures

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 the Training Package.

Critical Aspects of Evidence	Critical Aspects of Evidence in this competency are policies, procedures, and practices concerned with safety of humans and animals in the work situation. Evidence should be gathered in a variety of workplaces and in different circumstances and relate to procedures for emergencies, accidents and fires. Evidence to demonstrate consistent achievement of the unit's outcomes includes:
Knowledge and Understanding of:	• Reporting requirements in relation to occupational health and safety workplace procedures • Hazards and potential hazards in the workplace and risk control procedures • Procedures for communication of and participation in, OH&S policy development
Demonstration of:	• Identifying and reporting workplace hazards in the appropriate time frame and to the correct person • Workplace procedures for dealing with accidents, fires and emergencies • Occupational health and safety workplace procedures

Context of Assessment	Competency in this unit is to be demonstrated in the normal work environment and routine of stables, racecourses and training tracks. Assessment must relate to the business of training and racing horses, and occur under actual or simulated racing industry conditions.
Method of Assessment	Practical components *(first aid, contribution to management of OHS, identify hazards)* are contained in elements 1, 2 and 3.

Assessment methods may include:

- Observation of work practices
- Inspection of completed work
- Questioning of underpinning knowledge
- Simulation exercises
- Testing practical tasks

Resource Implications	Resources necessary for undertaking assessment of this unit are:

- Access to racing stables, with a variety of horses at differing stages of preparation
- It will be necessary for some practical assessment to occur during the normal routine and operation of the establishment however first aid competencies for humans can be assessed by simulation.
- It may be necessary to access the work environment on a number of occasions to complete the range of assessment tasks required and to ensure consistency of performance.
- Qualified Assessors will be required for this unit.

Pre-requisite Assessment Requirements	Assessement of this unit is a pre-requisite for the assessment of units RGRH102A, RGRH103A, and RGRH104A.

RGRH102A	**Catch, groom and handle horses safely under supervision**
Unit Descriptor	This unit refers to the identification and safe catching, controlling, grooming and handling of a well- educated horse with docile temperament under supervision of an experienced person competent in horse handling skills.
	The term "well-educated horse" is used in this standard. This 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.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Identify and safely catch and control a horse	1.1 **Features** are used to correctly identify horses.
	1.2 **Behaviour and level of education** of animal are considered prior to handling.
	1.3 Appropriate **gear** for catching, handling and controlling is correctly identified and applied.
	1.4 Horses are caught, **handled controlled and restrained in a safe and appropriate manner.**
2. Groom Horses	2.1 Types and functions of items of grooming equipment are identified and explained.
	2.2 Correct stable routine for grooming horses is demonstrated.
	2.3 Horses are groomed according to instructions, in a safe manner.
	2.4 Horses are checked for injury or illness during grooming and irregularities are reported to the correct person in an appropriate manner.
3. Fit working gear	3.1 Working gear is correctly selected for specified purpose.
	3.2 Correct procedures for safely fitting, adjusting and removing working gear are demonstrated.

RANGE STATEMENT

The Range Statement provides details of how this competency standard can be used by stablehands strappers and others responsible for handling horses in a racing and training environment. The Range Statement is broad enough to cover differences within enterprises and workplaces, including work practices, and special requirements.

- Colour, markings, brands, sex

- Knowledge of behavioural problems
- Identification of good behaviour traits and bad behaviour traits and vices
- Level of education required for safe handling and controlling
- Assessment of behaviour prior to handling
- Knowledge of restraining techniques

- Anti rearing bits, halters, appropriate leads, rugs

- Consideration given to other persons, animals, vehicles, fences, equipment and variables that influence behaviour of horse such as wind and noise
- The working environment where horses may be caught and controlled in stables, yards, tracks, public places, paddocks, and on beaches.

- Floats - single and double, trucks, air transport

- Crushes, stripping stalls, wash bays, day yards, paddocks, sand rolls, restraining areas, round yards, swimming pools, beaches, rivers and dams, training, exercise, and race tracks, stalls

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 the Training Package.

Critical Aspects of Evidence	Critical Aspects of Evidence in this unit relate to evidence of consistent identification and safe handling of a range of "well educated " horses of different ages and sexes, in different circumstances, and in different work environments over a period of time.
	Evidence to demonstrate consistent achievement of the unit's outcomes includes:
Knowledge and Understanding of:	• Preparing horses for transportation • Reporting difficulties with regard to handling horses • Senses, communication traits, and behaviour patterns of horses • Social behaviour and vices of animals • Effective communication skills to seek information, advice and/or assistance • Principles of animal welfare and safe work practices

Demonstration of:	• Interpreting and following supervisor's instructions • Ability to assess task and match to personal ability to undertake task • Identifying animal by brand, colour, sex, leg & face markings • Identifying and applying nominated gear correctly • Catching, handling and controlling a range of "well educated "standardbreds or thoroughbreds in a variety of environments, following instructions and under supervision • Applying safe work practices • Loading and unloading horses for the purposes of transporting, in a safe manner and according to instructions • Ability to access sources of information relevant to instructions
Knowledge and Application of:	• Gathering information about previous education and behaviour for individual animal in relation to handling and reflecting that information in handling technique • Restraining gear • Common safe animal handling techniques
Context of Assessment	This unit is mainly concerned with the safe handling of horses for the purposes of transporting and stabling. All assessment must: • Relate to "well educated" horses housed in an approved stable environment • Include a variety of horses of different ages
Method of Assessment	Assessment may include: • Observation of work practices • Questioning of underpinning knowledge • Testing practical tasks Theoretical components can be assessed in a simulated situation Assessment may include: • Questioning of underpinning knowledge • Oral testing • Short answer or multiple choice testing

Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following unit:
	• RGRH101A Introduction to Occupational Health and Safety Procedures,
	• And may be assessed in conjunction with RGRH104A - Perform basic stable duties
Resource Implications	• Adequate assessment will require access to stables, with a variety of well-educated horses
	• It will be necessary for assessment to occur during the normal routine and operation of the establishment.
	• It may be necessary to access this environment on a number of occasions to complete the range of assessment tasks required.
	• Qualified Assessors will be required for this unit

RGRH206A	**Apply Occupational Health and Safety procedures in horse codes**
Unit Descriptor	This unit is concerned with competencies to ensure occupational health and safety for humans and animals in the workplaces encountered in the racing industry. These include stables and racecourses, training tracks, beaches, farms and public areas. The unit is based on the Generic Competency A from the Work Safe Australia National Guidelines for integrating occupational health and safety competencies. Competencies attained in this unit apply to either thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
Unit Sector	Horse

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain standards of occupational health and safety in the workplace	1.1 **Occupational health and safety** standards for the workplace are known and implemented.
	1.2 **Basic first aid** (level 2) procedures for the workplace (for humans) are known.
2. Contribute to arrangements for the management of occupational health and safety	2.1 Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures.
	2.2 Contributions are made to participative arrangements for occupational health and safety in the workplace
3. Follow workplace procedures for hazard identification and emergencies.	3.1 **Hazards in the work area** are recognised and reported to **designated personnel** according to workplace procedures.
	3.2 Workplace procedures and work instructions for controlling risks are followed accurately.
	3.3 **Workplace procedures** for dealing with **accidents, fires and emergencies** are followed.

RANGE STATEMENT

The Range Statement provides details of how this competency can be used in the workplaces of the racing industry to ensure safety for humans and animals. Workplaces include stables, racecourses, training tracks, beaches, farms and public roads.

- Horses (standardbred or thoroughbred)
- Other people, including employees
- Gear, machinery, equipment
- Physical environment
- Unsafe work practices
- Chemicals

- Unsafe workplace practices and procedures are identified
- Individual animal behaviour is understood
- Safe work practices are adhered to

- Basic first aid is a level 2 course conducted by a recognised authority to cover areas such as emergency procedures, care of cuts, scalds, bandaging, and application of CPR.

- Occupational health and safety officer
- Occupational health and safety work group
- Person to whom incidents, hazards and risks must be reported

- Occupational health and safety of self, other workers, and animals

- Identify emergency, accident, or fire, and respond within stable procedures
- Conduct self within safe work practice guidelines and procedures

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 the Training Package.

Critical Aspects of Evidence	Critical Aspects of Evidence in this competency are policies, procedures, and practices concerned with safety of humans and animals in the work situation.
	Evidence should be gathered in a variety of workplaces and in different circumstances and relate to procedures for emergencies, accidents and fires.
	Evidence to demonstrate consistent achievement of the unit's outcomes includes:
Knowledge and Understanding of:	• Reporting requirements in relation to occupational health and safety workplace procedures • Hazards and potential hazards in the workplace and risk control procedures • Procedures for communication of and participation in, OH&S policy development

Demonstration of:	• Identifying and reporting workplace hazards in the appropriate time frame and to the correct person • Workplace procedures for dealing with accidents, fires and emergencies • Occupational health and safety workplace procedures
Context of Assessment	Competency in this unit is to be demonstrated in the normal work environment and routine of stables, racecourses and training tracks. Assessment must relate to the business of training and racing horses, and occur under actual or simulated racing industry conditions.
Method of Assessment	Practical components *(first aid, contribution to management of OHS, identify hazards)* are contained in elements 1, 2 and 3. Assessment methods may include: • Observation of work practices • Inspection of completed work • Questioning of underpinning knowledge • Simulation exercises • Testing practical tasks
Resource Implications	Resources necessary for undertaking assessment of this unit are: • Access to racing stables, with a variety of horses at differing stages of preparation • It will be necessary for some practical assessment to occur during the normal routine and operation of the establishment however first aid competencies for humans can be assessed by simulation. • It may be necessary to access the work environment on a number of occasions to complete the range of assessment tasks required and to ensure consistency of performance. • Qualified Assessors will be required for this unit.
Pre-requisite Assessment Requirements	Assessed of this unit is a pre-requisite for the assessment of units RGRH207A, RGRH208A, and RGRH209A

RGRH207A	**Handle horses safely**
Unit Descriptor	This unit deals with competencies relating to the identification and safe catching, controlling and handling of racehorses for the purposes of transporting, training and racing.
	The competencies operate in work environments of racing stables, paddocks, yards, racecourses, and in public areas. The work may be performed by licensed stablehands, strappers, trainers and others authorised to handle horses. Competencies attained in this unit apply to either the thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
	A person who has achieved competence in this unit is recognised as competent in unit SROEQU001B - Handle horses safely
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Identify and safely catch and control a horse	1.1 **Features** are used to correctly identify horses.
	1.2 **Behaviour and level of education** of animal are considered prior to handling.
	1.3 Appropriate **gear** for catching, handling and controlling is correctly identified and applied.
	1.4 Horses are caught, **handled, controlled, and restrained in a safe** and appropriate manner.
2. Assist with the transportation of horses	2.1 Towing vehicle and **horse float** are checked for safety, suitability and compliance with road transport regulations
	2.2 Vehicle and float are correctly positioned for loading and unloading
	2.3 Horses are correctly prepared for **transport,** in accordance with instructions and within the nominated time frame.
	2.4 Horses are safely loaded or unloaded for transport, in accordance with instructions.
	2.5 **Procedures** for dealing with difficult situations in loading and unloading are used.
	2.6 Incidents, equipment defects, procedural problems and animal behaviour in transportation are correctly reported.
3. Identify and respond to behaviour in horses	3.1 **Senses of a horse** are known and understood
	3.2 **Communication traits** of horses are identified and understood
	3.3 **Behaviour patterns** of horses are known and responded to in a safe manner

RANGE STATEMENT

The Range Statement indicates how this competency standard can be used in the environment of the racing industry to assess workers involved in the care and welfare of horses that are either standardbreds or thoroughbreds. The environment covers racecourses, stables, administration buildings, training tracks and public places. The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Colour, markings, brands, sex

- Knowledge of behavioural problems
- Identification of good behaviour traits and bad behaviour traits and vices
- Level of education required for safe handling and controlling
- Assessment of behaviour prior to handling
- Knowledge of restraining techniques

- Eyesight, hearing, smell, taste, touch, sixth

- Verbal, non verbal (mouth and face), body signals

- Weaving
- Wind sucking
- Crib biting
- Bed eating
- Box walking
- Rug chewing
- Pushing or barging

- Twitches, anti rearing bits, halters, appropriate leads, muzzles, leg ropes, hobbles

- Consideration given to other persons, animals, vehicles, fences, equipment and variables that influence behaviour of horse such as wind and noise
- The working environment where horses may be caught and controlled in stables, yards, tracks, public places, paddocks, and on beaches
- Ropes are used for tying up horses safely
- Feet picked up correctly
- Horses released correctly into paddocks and yards

- Floats - single and double, trucks, air transport

- Crushes, stripping stalls, wash bays, day yards, paddocks, sand rolls, restraining areas, round yards, swimming pools, beaches, rivers and dams, training, exercise, and race tracks, stalls

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 the Training Package.

Critical Aspects of Evidence	Critical Aspects of Evidence in this unit relate to evidence of consistent identification and safe handling of a range of horses of different ages, sexes, and temperaments in different circumstances and in different work environments over a period of time.
	Evidence to demonstrate consistent achievement of the unit's outcomes includes:
Knowledge and Understanding of:	• Safety and transport requirements for floating horses • Preparing horses for transportation • Reporting difficulties with regard to handling horses • Senses, communication traits, and behaviour patterns of horses • Social behaviour and vices of animals • Effective communication skills to seek information, advice and/or assistance • Principles of animal welfare and safe work practices
Demonstration of:	• Interpreting and following supervisor's instructions • Ability to assess task and match to personal ability to undertake task • Identifying animal by brand, colour, sex, leg & face markings • Identifying and applying nominated gear correctly • Catching, handling and controlling a range of standardbreds or thoroughbreds in a variety of environments, following instructions • Applying safe work practices • Loading and unloading horses for the purposes of transporting, in a safe manner and according to instructions • Ability to access sources of information relevant to instructions

Knowledge and Application of:	• Gathering information about previous education and behaviour for individual animal in relation to handling and reflecting that information in handling technique • Restraining gear • Common safe animal handling techniques
Context of Assessment	This unit is mainly concerned with the safe handling of horses for the purposes of transporting, stabling, and attending on race days and at training times. All assessment must: • Relate to horses in a training program and or racing program, housed in an appropriate commercial stable environment • Include a variety of horses at different stages of their training or racing program • Include horses that are currently racing • Include a range of horses of different age, temperament and behaviour
Method of Assessment	Assessment may include: • Observation of work practices • Questioning of underpinning knowledge • Testing practical tasks Theoretical components can be assessed in a simulated situation but must be related to racing industry conditions and tasks. • Questioning of underpinning knowledge • Oral testing • Short answer or multiple choice testing
Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following unit: • RGRH206A Apply Occupational Health and Safety Procedures, and may be assessed in conjunction with, • RGRH208A Work effectively in the racing industry • RGRH209A Care for horses
Resource Implications	• Adequate assessment will require access to racing stables, with a variety of horses at differing stages of preparation. • It will be necessary for assessment to occur during the normal routine and operation of the establishment. • It may be necessary to access this environment on a number of occasions to complete the range of assessment tasks required. • Qualified Industry Assessors will be required for this unit.

RGRH208A	**Work effectively in the thoroughbred or standardbred code of the racing industry**
Unit Descriptor	This unit involves competencies related to roles, rights, responsibilities and professional behaviour for individuals working in occupations in the racing industry that relate directly to the care and welfare of horses. It requires knowledge of the rules relating to licensed persons, permit holders and others authorised to undertake work on racecourses and training establishments associated with the thoroughbred or harness code of the racing industry. Working effectively means attaining competencies to the industry standard of the relevant code, in areas of professional behaviour and personal development. Competencies attained in this unit apply to either the thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
Unit Sector	Horse

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify rights and responsibilities related to working within the racing industry	1.1 **Structure of the racing industry** and **roles and responsibilities** of industry personnel are known and demonstrated. 1.2 Relevant **rules of racing** are known. 1.3 Obligations to employers and others, including confidentiality requirements are known and practised.
2. Manage time according to tasks required	2.1 **Work tasks** are achieved within the nominated time frame, correct order, and in accordance with industry standards.
3. Participate in workplace teams	3.1 Roles of individuals within **workplace teams** are understood. 3.2 **Communication** skills appropriate to working within teams are demonstrated. 3.3 Team tasks are completed in a cooperative manner.
4. Maintain personal health and fitness	4.1 Principles and practices of maintaining **personal health** are known and demonstrated. 4.2 **Vaccination requirements** to maintain personal health in the racing industry environment are known and followed. 4.3 Principles and practices of gaining and maintaining fitness levels appropriate to the occupation are known and demonstrated.
5. Present self according to industry standards of dress and grooming	5.1 Industry **dress code** appropriate to different work environments is demonstrated. 5.2 Grooming requirements appropriate to the varying work environments is demonstrated.

6.	Identify personal development opportunities for the individual in the racing industry	6.1	Process for **career planning** within the racing industry and opportunities external to the industry are identified.
		6.2	Personal development needs and opportunities to enhance career development are identified.
7.	Communicate appropriately in the Racing Industry	7.1	Verbal **communication skills** necessary to communicate within small teams and within the stable are demonstrated.
		7.2	Written communication skills necessary to communicate within small teams and within the stable are demonstrated.
		7.3	Use of appropriate **technology** in the communication process is demonstrated.
		7.4	Stable requirements for communicating information are applied.

RANGE STATEMENT

The Range Statement indicates how this competency standard can be used in the environment of the racing industry to assess workers involved in the care and welfare of horses that are either standardbreds or thoroughbreds. The environment covers racecourses, stables, administration buildings, training tracks and public places. The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- The industry consists of national and state/territory administrations and racing industry associations, national and state/territory racing industry government administration bodies, code controlling bodies, principal clubs, race clubs, totalisator boards.

- Stewards - administer, control and regulate conduct of race meetings
- Industry administrators - manage the functions of the industry
- Club secretaries - manage affairs of the racing clubs and organise race meetings
- Trainers - prepare horses for racing and engage jockeys/drivers for owners
- Jockeys (thoroughbred specific), drivers (harness specific) - compete in races for owners and self
- Race day staff, stablehands, track work riders/drivers - attend to the care, welfare and preparation of horses for racing

- Australian and local rules of racing, Occupational Health and Safety Act, equal employment opportunity, superannuation awards, union coverage and work agreements, workers compensation, anti discrimination and harassment legislation, taxation law.

- Employees are obliged to respect the confidentiality of information related to individual racehorses and the security arrangements within the stable.

- Following instructions, carrying out orders and responding to requests punctually within safe work practices and stable procedures, ordering work, applying reporting procedures within stables, knowing standard operational procedures.

- Being part of a work group designed for a specific purpose in a racing/training establishment, and may include teams formed for the purposes of exercising, swimming, grooming, and loading horses.

- Principles of maintaining personal health and fitness, nutrition, impact of drug/alcohol use on health and fitness levels, health and fitness levels necessary to undertake specific tasks, vaccination requirements.

- Stables, training tracks, racecourses, industry functions and meetings

- Researching employment opportunities, constructing and maintaining resumes and supporting documentation, identifying professional development including further education and training options to enhance career opportunities for the individual.

- Personal budgeting and financial management, literacy and numeracy levels necessary to be functional in the workplace, communication skills.

- Answering questions, describing actions, requesting clarification, giving and receiving clear, accurate and simple messages to people such as veterinarians, farriers, suppliers, owners, trainers, riders/drivers, stewards, race day personnel and other stable employees, and listening to and interpreting information/instructions, and responding to information/instructions.

- Work rosters, simple documents, phone messages, written notes, stable procedures/reporting forms.

- Telephones/mobile phones, answering machines, fax, computer communication such as e-mail and Internet, and use of computers to retrieve data.

EVIDENCE GUIDE

Evidence to demonstrate competence for this standard

Competence in operating effectively in the racing industry requires evidence that industry structures are known and protocols and procedures are known and practised, and work is performed correctly in a timely and safe way. Evidence gathered should relate to harness or thoroughbred codes and be applied in the relevant codes of the racing industry. Evidence to demonstrate consistent achievement of the unit's performance criteria includes:

Knowledge and Understanding of:	• The relevant code's administrative structure, at national and own state/territory and club level, including roles and responsibilities of key administrative personnel related to racing and training standardbreds or thoroughbreds • Own roles and responsibilities and relationships with other industry personnel • Race day procedures and roles and responsibilities of race day personnel • Concepts of team work • Principles of safe work practices • Chain of command in relation to the work environment • Regulations related to non-discriminatory language and behaviour and the transfer of information • Dress code requirements as determined by industry or workplace • Awards and relevant union coverage
Knowledge and Application of:	• Relevant industry rules and regulations pertaining to rights and responsibilities, dress codes, and communication of information • Principles and practices relating to maintenance of personal health and fitness • Industry requirements relating to the standard of dress, personal hygiene and conduct appropriate to the workplace situation • Language appropriate to the work situation

Demonstration of:	• Completing stable tasks within acceptable time frame and to industry standards
	• Contribution to team outcomes, commensurate with skills and experience
	• Interpreting work orders/instructions correctly including task and time requirement
	• Communication, including reading/writing simple messages, speaking clearly and fluently in the work environment, giving and receiving clear and simple written/oral messages
	• Operation of communication equipment such as telephone/mobile phones, facsimile machines, answering machines.

Context of Assessment

Competency in this unit is to be demonstrated in the normal work environment and routine of stables, racecourses and training tracks. Assessment must relate to the business of training and racing horses, and occur under actual or simulated racing industry conditions.

Method of Assessment

Practical components (*manage time, work teams, grooming, communication)* are contained in elements 2, 3, 5, and 7.

Assessment methods may include:

- Observation of work practices
- Inspection of completed work
- Questioning of underpinning knowledge
- Simulation exercises

Theoretical components (*rights and responsibilities, health and fitness, and personal development)* are contained in elements 1, 4, and 6

Assessment methods may include:

- Questioning of underpinning knowledge
- Oral testing
- Short answer or multiple choice testing
- Written examination or assignments.
- Oral testing cannot apply to the written communication skills.

Resource Implications	• Adequate assessment will require access to racing stables and racecourses
	• It will be necessary for assessment to occur during the normal routine and operation of the racing establishment.
	• It may be necessary to access this environment on a number of occasions to complete the range of assessment tasks required.
	• Theoretical components require access to an appropriate environment such as a classroom.
	• All elements will require a qualified Assessor. A Qualified Industry Assessor will be required for Element 1(*rights and responsibilities*), and Element 5 (*industry standards of dress and grooming*).

| **Pre-requisite Assessment of Units** | This unit should be assessed after competency has been established in the following unit: |
| | • RGRH101A Introduction to Occupational Health and Safety Procedures |

RGRH312A	**Lead and co-ordinate personnel effectively in the racing industry**
Unit Descriptor	This unit involves leadership competencies in occupations in the racing industry that relate directly to the care and welfare of horses. The unit covers knowledge of the rules and responsibilities of licensed persons, permit holders and others authorised to undertake work on racecourses and training establishments associated with the thoroughbred or harness codes of the racing industry. To be able to lead and co-ordinate others effectively means attaining competencies in leadership, supervision, industry standards, professional behaviour and personal development. Competencies attained in this unit apply to either thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
	Prerequisite Unit:
	Work effectively in the thoroughbred or standardbred code of the racing industry
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Manage time to tasks required	1.1 **Assistance and supervision** is satisfactorily provided to others to achieve tasks within the nominated time.
	1.2 **Tasks** are correctly prioritised.
	1.3 Tasks allocated to others are consistent with individual competency to achieve tasks within the **nominated time frame.**
	1.4 Tasks are achieved consistent with wage and overtime constraints
2. Identify professional and personal development opportunities in the racing industry	2.1 Processes for **career planning** within the racing industry and opportunities external to the industry are identified and known.
	2.2 **Professional development** needs of the individual and opportunities to enhance career development are identified.
3. Lead small teams	3.1 Small **workplace teams** to complete routine tasks within the stable are organised and are competent of achieving the task.
	3.2 Performance of individuals within the team is monitored and assessed.
	3.3 Feedback relating to individual and team performance is provided to and sought from others.
	3.4 Responsibility for making decisions within the team is assumed appropriately and is in accordance with stable policy.
	3.5 Team meetings are organised.
	3.6 Conflict resolution processes are known and followed.

4.	Communicate appropriately in the Racing Industry	4.1	***Communication*** and reporting policy within the stable is implemented.
		4.2	***Written and verbal instructions*** are correctly interpreted and relayed in a clear and understandable manner.
		4.3	Questions are answered clearly, actions are described in a logical manner and clarification of information is sought appropriately.
		4.4	Information is assessed, evaluated and reported or relayed clearly.
		4.5	Written instructions are correctly interpreted and acted upon.
5.	Use computer technology	5.1	***Computers*** are used to access information via the internet
		5.2	Computers are used to transmit information to others via printed notices and e-mail
6.	Employ promotion techniques	6.1	Promotional opportunities within the industry are identified.
		6.2	***Promotion*** of self and enterprise is undertaken
		6.3	Business promotion and public relations principles are understood

RANGE STATEMENT

The Range Statement indicates how this competency standard can be used in the environment of the racing industry to assess leadership and management of others involved in the care and welfare of horses. The work environment primarily covers racing stables and associated venues of training tracks and racecourses. The Range Statement makes allowance for differences within enterprises and workplaces, including work practices, and covers the knowledge and skill requirements of thoroughbred and harness codes.

- Handling horses
- Feeding horses
- Stable cleaning or maintenance
- Preparation of horses for exercise, training or racing
- Care of horses after exercise, training, or racing
- Dealing with unforseen situations

- Different employment categories
- Penalty rates of pay
- Designated time off
- Preparation of timetables to meet award requirements
- Employment costs

- Other stable employees
- Stable management
- Associated personnel (suppliers, veterinarians, farriers, transporters)

- Mentoring
- Further skills training for employees
- Leadership of teams
- Application of awards

- Variations to feeding or behaviour patterns of horses
- Performance of other employees
- Gear and property maintenance and repair requirements
- Horse performance and condition following a training/racing session
- Health and wellbeing of horses

- Track regulations
- Documents of description
- Licence applications
- Commercial feed and treatment instructions
- Animal health and care requirements
- Stable policy and procedures
- Work rosters
- Horse work routines
- Feeding charts
- Health and safety procedures
- Security

- Occupational health & safety
- Equal employment
- Security of premises and animals
- Emergency procedures
- Stable routine
- Animal health and care requirements
- Industry rules, regulations, and requirements
- Anti discrimination and harassment legislation

- To transmit information via email
- To obtain information via the web and email

- The industry
- The enterprise
- The trainer
- Horses
- Events

EVIDENCE GUIDE

Competence in leading and managing teams and individuals involved in care and handling of horses requires evidence that policies and processes are in place, and training, professional development, marketing and communication skills are practised.

Evidence of ability to select staff appropriate to tasks and to demonstrate leadership to others and expertise in the range of tasks performed in the workplace is required.

Knowledge of handling techniques and use of gear consistently applied to a variety of horses is required, as is knowledge of stable procedures and racecourse procedures at training and on race days.

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of the unit's outcomes includes:
Demonstration of:	• Delegating tasks to individuals for completion within acceptable time frames and to an acceptable stable standard • Giving clear, simple verbal instructions relating to workplace tasks • Interpreting and relaying verbal and written instructions received from others • Organising, prioritising and completing tasks in a given time frame • Ability to identify and apply professional and personal development opportunities for self and other stable employees • Reporting information in a clear and fluent manner • Ability to interpret stable policy and procedures correctly • Ability to receive and analyse instructions and feedback • Ability to organise self and others • Ability to communicate information to others - both orally and in writing
Knowledge and Application of:	• Principles of small team management • Principles of time management • Career opportunities within the racing industry and other related areas • Marketing of industry, self, enterprise, and others
Context of Assessment	All assessment must: • Relate to the conduct of a professional racing establishment and the work environment generated by the business of horses engaged in a training program or racing program.

Method of Assessment	Assessment may include:
	• Observation of work practices at various times during the working day and on different occasions
	• Questioning of underpinning knowledge
	• Practical tests
	• Short answer or multiple choice testing
	• Assignments or projects

Resource Implications	• Adequate assessment will require access to racing stables.
	• It will be necessary for assessment to occur during the normal routine and operation of the establishment.
	• It may be necessary to access this environment on a number of occasions to complete the range of assessment tasks required.
	• Theoretical components require access to an appropriate assessment environment such as a classroom.
	• A qualified Assessor will be required for this unit.

Pre-requisite Assessment of Units	This unit should be assessed after competency has been established in the following units:
	• RGRH206A - Apply Occupational Health and Safety procedures
	• RGRH208A - Work effectively in the standardbred or thoroughbred code of the racing industry
	• RGRH310A - Oversee safe handling of horses

RGRH317A	Maintain horses in a healthy state and safe environment
Unit Descriptor	This unit incorporates the issues relating to housing, health and maintenance of standardbred or thoroughbred horses. These horses are in the care of trainers or stable foreman licensed by the racing authorities and are stabled in commercial training establishments approved by relevant municipal and health authorities. Competencies attained in this unit apply to either thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.

This unit achieves part of the outcomes of unit RUAAMNEW1 - Maintain health and safety of horses. Unit RGRH317A does not cover basic farriery or maintenance of horses' teeth. |
| **Unit Sector** | Horse |

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accommodation for standardbreds or thoroughbreds	1.1 **Animal housing** is arranged to meet environment, security, physical and emotional needs of the individual animal. 1.2 **Safe environment** for animals, free from structural hazards, is maintained. 1.3 **Food storage** areas and water supply are maintained, cleaned and kept free of contaminants. 1.4 **Maintenance** of animal housing is consistent with OH&S legislation and animal welfare. 1.5 Routine **cleaning** and maintenance of stables and yards is established to ensure an hygienic environment.
2. Monitor and maintain a vaccination program	2.1 **Vaccination** requirements of horses are known and understood. 2.2 Vaccination program for horses is organised. 2.3 **Documentation** requirements regarding vaccination of individuals are known and maintained.
3. Implement a parasite control program	3.1 Maintenance program/s for internal and external parasite control are put into place. 3.2 Correct washes/dressings are chosen, applied or administered to animal with reference to specific parasites, animal weight and condition. 3.3 **External and internal parasites** are identified.
4. Implement a health maintenance program	4.1 Causes, symptoms and treatment of **common illnesses and injuries** are known. 4.2 Regular regime of checking animals for signs of illness/injury is carried out. 4.3 Communicable **diseases** are able to be identified and control measures implemented.

5.	Implement a program of care and maintenance for the hoof	5.1	Common **hoof diseases/injuries** are recognised and appropriate treatment arranged.
		5.2	Common **gait abnormalities** are identified and reported and/or appropriate treatment arranged.
		5.3	Horse shoes for training/racing are appropriate to horses training/racing program.
		5.4	Effective communication is maintained with farriers and appropriate records are kept.
		5.5	Regular **hoof care** routine for horses is implemented.

RANGE STATEMENT

The Range Statement provides details of the competencies required of trainers who are licensed to care for and train standardbred or thoroughbred horses for racing. The competencies allow for differences within enterprises and workplaces, including health and municipal regulations, and industry practices and rules.

The environment covers racecourses, stables, administration buildings, training tracks and public places. The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- All regular cleaning of horse housing on a daily, weekly or other basis
- All ground level areas to be kept clean of animal droppings and urine, all rubbish, papers, and any hazardous material
- Stables or yards kept free from faeces/urine
- Yards, boxes and housing arrangements including feed bins, water vessels and containers are regularly cleaned and **maintained**

- Food/feedstuff in sealed rodent proof bins/containers
- Waste animal and veterinary materials in appropriately designed bins or containers including needle/syringe disposal
- Traps/baits/poisons and cleaning agents are stored and/or used subject to Occupational Health & Safety regulations
- Chemicals, pharmaceuticals, and medical supplies stored in locked containers

- Straw, sand, wood shavings, rice hulls

- Adherence to local health regulations.

- Plumbing fittings and fixtures protected for all seasons and weather conditions
- Water supplies sourced to prevent carrying of heavy water containers
- Water vessels/containers regularly checked, cleaned and disinfected.

- Entries/walls/surrounds are free from sharp or dangerous protrusions
- Accommodation is suitable for a mix of sex and to cater for dominant/submissive behaviours
- Stables are of an appropriate size and are sited according to prevalent climatic conditions
- Access to and exit from stables can accommodate emergency situations
- Stables are adequately ventilated

- ***Vaccinations*** for horses which may include but are not restricted to strangles and tetanus
- Teeth check and treatment is established on 3-4 month rotation
- Worming, sheath cleaning, skin checks
- Adherence to regulations relating to interstate/overseas travel
- Identification and reporting of communicable and ***notifiable diseases***
- Records and ***documentation*** kept

- Daily and/or regular inspections
- Reference to climatic and local conditions in respect of internal/external parasites

- Topical dressings/washes are administered to manufacturer's specifications
- Transmission of external parasites animal to animal is prevented by separation of gear and equipment cleaning, and disinfection and housing management
- Accurate measurement of dosages for dressings/washes are utilised
- Regulations for use of pharmaceutical substances are met and maintained
- Drenches and worming medications are used to manufacturer's specifications or veterinary instruction
- Parasitic conditions relating to ticks, mites, fleas, ulcers, hookworms, heartworms, round worms, tapeworms, thread worms, red worms, bots, and whipworm are known
- Adherence to individual state and overseas requirements in relation to parasites

- Feed and water containers are checked in order to ensure that horses are feeding and drinking appropriately
- Faeces and urine are checked for abnormalities
- Nostrils checked for discharge or signs of ill health
- Temperature checked
- Changes to normal behaviour observed
- Pulse checked in foot
- Weight loss or gain is checked
- Legs checked for "heat", swelling, cuts .
- Feet checked for loose/worn shoes.
- Back injuries and signs of soreness observed
- Teeth and eye of animal checked
- Injury relating to ill-fitting equipment such as rubs and burns
- Check for lameness

- Stablehand to foreman
- Foreman to trainer
- Trainer to veterinarian
- Trainer to farrier
- Trainer to steward
- Trainer to owner
- Trainer/foreman to external suppliers/contractors

- Stone bruises
- Laminitis
- Cracked heel
- Seedy toe
- Thrush
- Quarter cracks
- Nail binding
- Navicular disease
- Abscesses

- Checking
- Cleaning
- Dressing
- Trimming (farriers)
- Shoeing/plating (farriers)
- Reporting problems to trainer

- Cross firing
- Scalping
- Brushing
- Speedy cutting
- Over reaching

- Ringworm
- Fungal infections
- Rain scald
- Eczema
- Sunburn

- Bee stings
- Buffalo fly stings
- Ticks
- Mosquitos

- Lice
- Bots

- Roundworm
- Tapeworm
- Whipworm
- Hookworm
- Threadworm

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 the Training Package.

Critical Aspects of Evidence

Demonstration of:

- Principles of animal welfare
- Remedial first aid procedures for horses
- Housing and care requirements of standardbreds or thoroughbreds in work
- Ability to communicate effectively
- Recognition of symptoms of common diseases and injuries to horses

Knowledge and Understanding of:	• Minimum welfare and/or council requirements and regulations for keeping animals
	• State/Commonwealth OH&S regulations relating to the use and storage of poisons, pharmaceuticals, chemicals and cleaning agents
	• Vaccination requirements and any regulations established by controlling bodies or government agencies
	• Symptoms of and procedures for notifiable diseases
	• Regulations pertaining to therapeutic substances and the implications of these regarding the use of any substance such as over-counter medication or topical dressing
	• Rules and regulations pertaining to the shoeing of horses
	• Principles of hygiene and best practice as they relate to animal care
	• Structure of the hoof/foot
	• Common foot/hoof disorders such as: thrush, corns, quarter cracks, bruising, and abscess
	• Infection transfer
	• Required quarantine procedures in case of localised infectious disease
	• Commonly used health parameters for the animal e.g. temperature, respiration rate, hydration, temperature control, heart rate
Context of Assessment	• This unit is to be assessed in the workplace or in a simulated situation by demonstration of skill under the normal range of work conditions and be conducted one more than one occasion.
	• Assessment must involve horses currently in work and include a range of animals of different ages, temperament and behaviour.
	Assessment of this unit would include:
	• Hazard identification; provision of adequate water supply; routine cleaning of stables and yards; undertaking checks of animals; identification of gait abnormalities
	• Design of accommodation; security of buildings, animals and environment; pest management; storage requirements of chemicals, fuels, medications and food; disposal of waste materials; vaccination program management; parasite control management; causes symptoms and treatment of common injuries, illnesses, parasites, hoof diseases and injuries: record keeping; shoeing requirements of horses.
Method of Assessment	• Practical tests
	• Observation of work practices
	• Questioning of underpinning knowledge
	• Written examination or assignments

Resource Implications	• Access to a commercial training establishment and the full range of equipment normally associated with same.
	• A variety of horses in various stages of preparation and as found in most commercial establishments would be required.
	• Some tasks may be completed using a simulated environment.
	• Qualified Industry Assessors will be required for this unit.
Pre-requisite and Interdependent Assessment of Units	This unit should be assessed after competency has been established in the following units:

     • RGRH206A - Apply Occupational Health and Safety procedures
     • RGRH207A - Handle horses safely
     • RGRH208A - Work Effectively in the Racing Industry
     • RGRH209A - Care for horses,
     • RGRH310A - Oversee safe handling of horses
     • RGRH311A - Apply principles of basic anatomy and physiology to horses
     • RGRH312A - Lead and co-ordinate personnel effectively in the racing industry

and may be assessed in conjunction with

     • RGRH318A - Determine nutritional requirements for standardbreds or thoroughbreds
     • RGRH319A - Assess health and first aid for standardbreds or thoroughbreds

RGRH414A	**Ride or drive horses in industry-regulated competition**
Unit Descriptor	This unit covers the skills necessary to be licensed to ride or drive horses in industry-regulated competition conducted on racecourses in the thoroughbred or harness sectors of the Australian racing industry. It requires, knowledge of race day procedures, planning and preparing for races, acquiring high level riding or driving skills, following safety procedures, and communicating with a range of officials and other personnel. It also involves awareness of procedures and protocols to be followed in protests and appeals. Competencies attained in this unit apply to either the thoroughbred or standardbred code of the industry. Consequently when performance criteria are applied they will relate to either the harness code or the thoroughbred code and statements of attainment for this unit will reflect this distinction.
Unit Sector	Horse

ELEMENT	PERFORMANCE CRITERIA
1. Follow an appropriate pre and post race routine	1.1 **Race gear** is prepared and checked for safety prior to race day and prior to a race. 1.2 System of apprentice **claims** or junior, novice, provisional or concessional driver claims are understood. 1.3 **Race day** documentation is provided to officials. 1.4 **Pre and post race procedures** are observed. 1.5 Starting procedures are known and followed. 1.6 **Track surface** and racecourse **conditions** are assessed and layout studied and evaluated
2. Plan and use appropriate race tactics	2.1 **Form** and racing **behaviour** of own horse and other horses and riders or drivers are studied. 2.2 Trainer or foreman's instructions are understood and followed where possible. 2.3 Principles of pre-race **planning** are known and applied. 2.4 **Tactics** are modified appropriately as required during races and according to pace and how the race is being run.
3. Apply race riding or driving skills	3.1 **Riding or driving skills** are appropriate to a variety of track conditions and situations. 3.2 Horses are warmed up to, and down from, racing pace and according to trainer's instructions. 3.3 **Pace** of the horse during race is judged and maintained for required times and distances, according to the trainer's instructions.
4. Use safe race riding or driving skills	4.1 **Rules** relating to safe and legal race and trial riding or driving are known and practised. 4.2 Appropriate whip use is demonstrated and rules relating to whip use are known and followed. 4.3 Appropriate use of alterable corrective equipment is demonstrated (*Harness specific).*

5.	Report on race	5.1	**Horses' race performance** is evaluated and reported to the appropriate persons.
		5.2	Critical incidents of races are recalled and reported.
		5.3	Protocol for communicating performance is applied.
		5.4	Post race assessment of own performance and that of the horse is undertaken.
6.	Participate effectively in inquiries, protests and appeals	6.1	Procedures, rights and responsibilities of parties are known and understood.
		6.2	Clear and accurate information is provided in **protests, inquiries and appeals.**
7.	Follow instructions of appropriate race day personnel	7.1	Functions of race day officials are known.
		7.2	Instructions of officials are followed.

RANGE STATEMENT

The Range Statement provides details of how this competency standard can be used by trainers and assessors when preparing trainee jockeys or harness drivers for licensing to compete in races as licensed jockeys or licensed harness drivers. The Range Statement is broad enough to cover differences in work practices, and knowledge and skill requirements of licensing standards adopted by authorities of both harness and thoroughbred codes in the states of Australia.

The Range Statement covers the general principles applying to both thoroughbred and harness codes, refers where necessary, to differences between codes, and details the knowledge and skill requirements specific to each code.

- Thoroughbred specific:

Saddles, bridles, reins, bits, stirrup irons and leathers, girth, surcingles, martingales, nosebands, rings, riding boots, whips, helmet, vest, silks

- Harness specific

Sulkies, hopples, bridles, bits, reins, driving boots, whips, helmet, vest, colours and alterable corrective equipment such as hopple shorteners, removable hoods, overcheck, removable deafeners, pull up blinds

- Mounting yard procedures
- Weighing in and out (thoroughbred specific)
- **Claiming** allowances
- Presenting to the start
- Making and announcing a decision to protest
- Attending **protests and inquiries**
- Providing **documentation**
- Marshalling and scoring up procedures

- ***Form and racing behaviour*** of own and other horses
- Colours of other riders or drivers
- Race behaviour and ***tactics*** of other riders or drivers
- Track biases, barrier draws and conditions at various racecourses
- ***Performance*** at a range of distances and on ***different track surfaces***
- Track is walked and an assessment of surface made
- Track layout, surface, and racecourse conditions are evaluated

- Balance
- Control
- Changing direction
- Changing ***pace***
- Use of aids
- Adapting riding styles to suit individual horses
- Judgement of pace and position in field

- Australian Rules of Racing
- Local Rules of Racing and/or policies
- Track regulations.

- Stewards
- Trainers
- Owners
- Other riders or drivers
- Starter
- Racecourse officials.

- Evaluation of ***performance of horse***
- Critical factors of race
- Incidents during race
- Injury to, or distress of horse
- Review and evaluate own riding performance with trainer or via video

- Registered metropolitan, provincial and/or country race tracks throughout Australia

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 the Training Package.

Critical Aspects of Evidence	The competencies involved in this unit are critical considerations for licensing of jockeys and harness drivers.
	Evidence must be gathered to test each Performance Criteria in routine and non-routine circumstances, at various times, on different racecourses, and with a range of horses, to ensure consistency and transferability that covers the range of applications that the standard operates in.
	Evidence of race riding or driving skills to the standard that stipendiary stewards deem appropriate to be issued a senior jockey's or driver's licence is essential.
	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Knowledge and Understanding of:	• Australian and Local Rules of Racing and Regulations pertaining to race riding or driving • Rules, regulations, rights and procedures pertaining to inquiries, appeals and protests • Characteristics of different racetracks and surfaces within the state/territory • The types and classes of races, and the handicapping system and how that impacts on pre race planning and assessment of horses' performance
Knowledge and Application of:	• The different race tactics that might be employed and the different factors that influence tactics • Reporting accurately and effectively on the performance of horses during races, including own and others in the race
Demonstration of:	• Riding or driving horses in races, exhibiting sound race tactics, and meeting contingencies during the race • Controlling a variety of horses during races at different tracks, under different circumstances, and different track conditions • Anticipating and responding rapidly to changed circumstances in a race, including emergency situations • Communicating in a variety of situations, including at protests, inquiries and appeals, and with the media and public

Context of Assessment	• Riding components (*race riding and driving, and race reporting)* are contained in elements 3, 4, and 5 and must be assessed in the context of a licensed racecourse under the control of stewards conducting races for thoroughbreds or harness horses. Assessment of race riding must include reference to race rides or race drives of the individual being assessed.
	• Planning components (*pre race planning, post race assessment of performance, understanding of tactics, protests and inquiries)* are contained in elements 1, 2, and 6 and may be assessed on a racecourse during race meetings or at a non race track environment provided that reference to race day events and connection to relevant and recent events such as specific races, takes place.

All assessment must:

- Relate to horses currently racing and ridden or driven by the individual being assessed
- Include a variety of horses at different stages of their racing program
- Include a range of horses of different age, temperament and behaviour
- Assessment will need to occur on numerous occasions at different locations and performance must be consistent.

Method of Assessment	• Riding competency is best assessed by Observation of work practices before, during, and after races and official trials, and gathering of supplementary evidence through questioning of underpinning knowledge and inspection of records and equipment.

Other competencies can be assessed in a simulated situation but must be related to racing industry conditions and tasks. Evidence can be gathered by:

- Questioning of underpinning knowledge
- Constructing simulated situations such as mock protests, inquiries and appeals and observing role playing and reactions to questioning
- Written examination or assignments

Resource Implications	Resources necessary for undertaking assessment of this unit are:

- Frequent and repeated access to presently racing thoroughbreds or standardbreds, racing at industry controlled race meetings and trials.
- Qualified Industry Assessors

Pre-requisite Assessment of Units	This unit should be assessed after competencies have been achieved in the following units:

- RGRH205A - Perform basic riding or driving tasks
- RGRH313A - Ride or drive horses at track work

RGRH416A
Unit Descriptor

Apply principles of sports science to jockeys

This unit is concerned with the competencies associated with developing strength and fitness for professional jockeys. The unit includes knowledge and application of dietary rules for maintaining health and fitness in a regulated weight regime. The unit also deals with the psychology of competing as a licensed jockey in races conducted by the industry-regulated sport of horse racing.

Unit Sector

Horse

ELEMENT	PERFORMANCE CRITERIA
1. Develop strength and fitness for jockeys	1.1 Principles of **human anatomy and physiology** are understood 1.2 Principles of **fitness** are applied 1.3 **Exercise** regime is known and applied 1.4 Strengthening exercises are demonstrated
2. Develop diet for jockeys	2.1 Principles of **nutrition** for athletes are applied 2.2 Long term weight reduction and/or **weight maintenance** practices are known 2.3 **Professional services** for nutrition, and weight control are known
3. Understand principles of sports psychology for jockeys	3.1 Principles of **self management** are understood 3.2 Principles of **performance** are understood 3.3 Understanding of **coping skills** is demonstrated

RANGE STATEMENT

The Range Statement explains how this competency standard applies to apprentice jockeys involved in strict weight management while acquiring strength and fitness.

It also relates to the attainment of mental health and the application of performance principles and coping skills to the profession of licensed jockey in the racing industry.

- Muscular system
- Digestive system

- Energy intake versus energy expenditure
- Principles of weight gain and loss

- Energy sources
- Nutritional factors
- Maintaining hydration levels
- Balanced diet and dietary requirements
- Short term and long term effect of drugs on the human body
- Inappropriate methods of weight reduction

- Relationship between diet and fitness
- Exercise routines

- Confidence reaction and response
- Thoughts, feelings, actions and reactions
- Assessment of reality of the performance situation

- Control over competitive environment
- Probabilities of success and failure in racing
- Process and circumstances and conditions of racing

- Ability to analyse situations, learn, and improve, and seek help
- Ability to communicate and resolve conflict
- Ability to use resources
- Understanding basics of stress and stress reduction

- Thought processes
- Emotions
- Actions and consequences

- Loss of form
- Injury
- Weight problems
- Negative feedback

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 the Training Package.

Critical Aspects of Evidence	Evidence to demonstrate consistent achievement of this unit's outcomes includes:
Demonstration of:	- Healthy methods of weight reduction and control - Effective long-term strategies for weight and fitness management - Maintaining weight within an acceptable range - Ability to concentrate on tasks - Coping with stress and uncertainty of competitive life
Knowledge and Understanding of:	Human digestive system, and factors effecting weight gain and loss

What constitutes a healthy eating program?	• Human muscular system • Self-confidence and self-esteem • Basic stress, anxiety, and performance factors
Knowledge and Application of:	• Means of improving and maintaining fitness levels • Nutritional value of foodstuffs
Context of Assessment	Assessment must be related to tasks appropriate to employment as a professional jockey riding thoroughbreds in races on a regular basis. Evidence may be collected from surveys of those involved in the competitive environment such as trainers, stewards, and other jockeys and officials.
Method of Assessment	• Questioning of underpinning knowledge • Testing for weight and fitness • Observation of dietary practices • Short answer or multiple choice testing • Written examination or assignments. • Surveys
Resource Implications	• Adequate assessment will require access to individual jockeys and racecourses. • Theoretical components require access to an appropriate environment such as a classroom. • All elements will require a qualified Assessor.
Interdependent Assessment of Units	This unit may be assessed in conjunction with units: • RGRH313A - Ride or drive horses at trackwork • RGRH414A - Ride or drive horses in industry-regulated competition

BSBFLM501A Manage personal work priorities and professional development

Unit Descriptor

This unit is equivalent to the original unit BSXFMI501A Manage personal work priorities and professional development.

Frontline management is responsible for managing their own performance and professional development. 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.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM506A Manage workplace information system, and BSBFLM511A Develop a workplace learning environment.

Unit Sector

Business Management Services

ELEMENT		PERFORMANCE CRITERIA	
1.	Establish personal work goals	1.1	Personal qualities and performance serve as a positive role model in the workplace
		1.2	Personal work goals and plans reflect the organisation's plans, personal plans, responsibilities and accountabilities
		1.3	Action is taken to achieve and extend personal work goals beyond those planned
		1.4	Consistent personal performance is measured and maintained in varying work conditions and work contexts
2.	Set and meet own work priorities	2.1	Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives
		2.2	Technology is used efficiently and effectively to manage work priorities and commitments
3.	Develop and maintain professional competence	3.1	Personal knowledge and skills are assessed against competency standards to determine development needs and priorities
		3.2	Feedback from clients and colleagues is used to identify and develop ways to improve competence
		3.3	Management development opportunities suitable to personal learning style(s) are selected and used to develop competence
		3.4	Participation in professional networks and associations enhances personal knowledge, skills and relationships
		3.5	New skills are identified and developed to achieve and maintain a competitive edge

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to consult with members of work team and professionals network	2
Collecting analysing and organising information	to measure self performance	2
Planning and organising activities	to use for setting own priorities	3
Working with others and in teams	using professional networks to aid professional development	3
Using mathematical ideas and techniques	as an aid to measure and plan personal goals	1
Solving problems	as an aid to self development	2
Using technology	to aid effective communication	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

- award and enterprise agreements and relevant industrial instruments
- 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 industry codes of practice

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

the systems (hardware and software) normally used by frontline management in their workplace to carry out their roles and responsibilities

industry-wide or enterprise specific and be consistent with AQF 5 work requirements

internal or external and may include team members, colleagues at the same level and more senior managers and may include people from a wide range of social, cultural and ethnic backgrounds. They will usually be from a wider spread of the organisation than at AQF level

mentoring, action learning, coaching, shadowing, exchange/rotation, structured training programs

- maintaining knowledge of OHS legislation, principles and practice within context of organisation's operations and plans
- inclusion of OHS in personal work priorities within context of organisation

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning 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 Statement.

Critical Aspects of Evidence	- Prepares personal work plan - Establishes personal work priorities - Assesses own performance - Identifies and acts on own management development needs

Underpinning Knowledge	Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- 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
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a personal development plan
- The organisation's policies, plans and procedures
- The types of work methods and practices which can improve personal performance
- The types of learning style(s) and how they relate to the individual

The management development opportunities and options for self

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Functional literacy skills to interpret written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- Researching information to develop personal and work plans
- Eliciting, analysing and interpreting feedback
- Analysing culturally different viewpoints and taking them into account in personal and work plans
- Monitoring workplace trends related to work role and responsibilities
- Using information systems to assist establish work plans
- Assessing the effectiveness of own management development
- Developing and maintaining professional networks
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels earlier this unit

BSBFLM502A	**Provide leadership in the workplace**
Unit Descriptor	This unit is equivalent to the original unit BSXFMI502A Provide leadership in the workplace.
	Frontline management has an important leadership role in the development of the organisation. This will be evident in the way they work with teams and individuals, their standard of conduct and the initiative they take in influencing others. 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.
	Consider co-assessment with BSBFLM501A Manage personal work priorities and professional development, BSBFLM503A Establish effective workplace relationships, BSBFLM504A Facilitate work teams, and BSBFLM506A Manage workplace information system.
Unit Sector	Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Model high standards of management performance and behaviour	1.1 Management performance and behaviour meets the organisation's requirements
	1.2 Management performance and behaviour serves as a positive role model for others
	1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives
	1.4 Key performance indicators are established and used to meet the organisation's goals and objectives
2. Enhance the organisation's image	2.1 The organisation's standards and values are used in conducting business
	2.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels
	2.3 Personal performance contributes to developing an organisation which has integrity and credibility
3. Influence individuals and teams positively	3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work
	3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded
	3.3 Ideas and information receive the acceptance and support of colleagues

| 4. | Make informed decisions | 4.1 | Information relevant to the issue(s) under consideration is gathered and organised |

4.   Make informed decisions
4.1 Information relevant to the issue(s) under consideration is gathered and organised
4.2 Individuals/teams participate actively in the decision making processes
4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action
4.4 Decisions are timely and communicated clearly to individuals/teams
4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams
4.6 Feedback processes are used effectively to monitor the implementation and impact of decisions

KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Three levels of performance denote level of competency required to perform a task.

Level 1: Perform

Level 2: Administer

Level 3: Design

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with individuals and members of work team	2
Collecting analysing and organising information	to develop Key Performance Indicators	2
Planning and organising activities	to establish work plans	3
Working with others and in teams	to implement and monitor performance	3
Using mathematical ideas and techniques	as an aid to measure and plan goals	1
Solving problems	as part of the decision making processes	2
Using technology	to aid effective management of information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

- award and enterprise agreements and relevant industrial instruments
- 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 industry codes of practice

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

- stated or implied by the way the organisation conducts its business

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 4

- formal or informal and may be from internal or external sources

- establish and maintain framework for OHS system
- demonstrate leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches are demonstrated in decisions

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning 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 Statement.

Critical Aspects of Evidence	• Displays high standards of leadership
	• Demonstrates a positive influence on others
	• Uses effective consultative processes
	• Makes soundly researched decisions

Underpinning Knowledge*	Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- 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
- The principles and techniques associated with:
  - leading people
  - preparing performance plans
  - establishing key performance indicators
  - influencing others
  - establishing effective consultative processes
  - making decisions
- The characteristics of a positive role model
- The types of actions which uphold the organisation's image

*At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Functional literacy skills to use written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- Accessing and interpreting the organisation's standards and values
- Research and analytical skills to interpret data
- Planning and organising skills to meet work priorities
- Monitoring and introducing practices to improve work performance
- Being a positive influence on colleagues
- Using information systems to advantage
- Using feedback to achieve positive outcomes
- Use coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications   The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance   In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
	• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
	• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
	• Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels earkier in this unit

BSBFLM503A **Unit Descriptor**	**Establish effective workplace relationships**
	This unit is equivalent to the original unit BSXFMI503A Establish and manage effective workplace relationships.
	Frontline management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes. 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.
	Consider co-assessment with BSBFLM502A Provide leadership in the workplace, and BSBFLM504A Facilitate work teams.
Unit Sector	Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources
	1.2 The method(s) used to communicate ideas and information is appropriate to the audience
	1.3 Communication takes into account social and cultural diversity
	1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches
2. Develop trust and confidence	2.1 People are treated with integrity, respect and empathy
	2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships
	2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance
	2.4 Interpersonal styles and methods are adjusted to the social and cultural environment
3. Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships
	3.2 Networks and other work relationships provide identifiable benefits for the team and organisation
	3.3 Action is taken to maintain the effectiveness of workplace relationships

4.	Manage difficulties to achieve positive outcomes	4.1	Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance
		4.2	Colleagues receive guidance and support to resolve their work difficulties
		4.3	Poor work performance is managed within the organisation's processes
		4.4	Conflict is managed constructively within the organisation's processes
		4.5	Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements

KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Three levels of performance denote level of competency required to perform a task.

1. Perform

2. Administer

3. Design

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with individuals and members of work team	2
Collecting analysing and organising information	to support work responsibilities	2
Planning and organising activities	in building networks	3
Working with others and in teams	to assist in improving their performance	3
Using mathematical ideas and techniques	to use appropriate calculations to resolve problems	1
Solving problems	as an aid to decision making	3
Using technology	to assist in the management information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit

- award and enterprise agreements and relevant industrial instruments
- 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 industry codes of practice

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

- internal or external and print or non-print

- those relevant to frontline management's work activities. They may be written or oral, stated or implied

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 4

- internal sources, although there may be some limited external contact

- internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

- provided by frontline management or arranged from alternative internal or external sources

- OHS practice as an ethical standard as well as legislative requirement
- organisation's responsibilities to customers and suppliers
- adjust communication and OHS approach to cater for social and cultural diversity

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning 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 Statement.

Critical Aspects of Evidence	- Establishes and maintains positive work relationships - Develops trust and confidence - Accesses and analyses information to achieve planned outcomes - Resolves problems and conflicts effectively and efficiently

Underpinning Knowledge*	• Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
	• 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
	• The principles and techniques associated with:
	  • developing trust and confidence
	  • consistent behaviour in work relationships
	  • identifying the cultural and social environment
	  • identifying and assessing interpersonal styles
	  • establishing networks
	  • problem identification and resolution
	  • handling conflict
	  • managing poor work performance
	• Managing relationships to achieve planning responsibilities
	• Monitoring and introducing ways to improve work relationships
	• Contributing to the elimination of discrimination/bias
	
	*At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas

Underpinning Skills	• Functional literacy skills to access and use workplace information • Communication skills including researching, analysing and interpreting information from a variety of people, reporting • Responding to unexpected demands from a range of people • Using consultative processes effectively • Forging effective relationships with internal and/or external people • Gaining the trust and confidence of colleagues • Dealing with people openly and fairly • Using coaching and mentoring skills to provide support to colleagues • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
	• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
	• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
	• Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels earlier in this unit

BSBFLM505A
Unit Descriptor

Manage operational plan

This unit is equivalent to the original unit BSXFMI505A Manage operations to achieve planned outcomes.

Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/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. 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.

This unit is imported from a primary training package and is being used in a floristry context.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM503A Establish effective workplace relationships, BSBFLM504A Facilitate work teams, BSBFLM506A Manage workplace information system, BSBMGT505A Ensure a safe workplace, and BSBFLM509A Promote continuous improvement.

Unit Sector

Business Management Services

ELEMENT	PERFORMANCE CRITERIA
1. Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers
	1.2 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers
	1.3 Operational plans contribute to the achievement of the organisation's performance/business plan
	1.4 Key performance indicators are developed within operational plans
	1.5 Contingency plans are prepared in the event that initial plans need to be varied
2. Acquire resources	2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices
	2.2 Physical resources and services are acquired within the organisation's polices, practices and procedures

3.	Monitor operational performance	3.1	Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets
		3.2	Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance
		3.3	Unsatisfactory performance is identified and prompt action is taken to rectify the situation
		3.4	Mentoring and coaching is provided to support individuals/teams use resources to the required standard
		3.5	Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups
		3.6	Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements

KEY COMPETENCIES

NB:These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to share information with members of work team	2
Collecting analysing and organising information	to acquire information for planning	2
Planning and organising activities	to plan resource usage	3
Working with others and in teams	to achieve planning outcomes	3
Using mathematical ideas and techniques	to carry out calculations associated with resource usage	2
Solving problems	to attend to unsatisfactory performance	2
Using technology	to assist the management of information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

- award and enterprise agreements and relevant industrial instruments
- 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 industry codes of practice

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

people, power/energy, information, finance, buildings/facilities, equipment, technology, time

the tactical/operational plans developed by the department/section to detail product/service performance

those which govern the acquisition of resources, for example, the purchase of equipment

people at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 4

those who have the authority to make decisions and/or recommendations about varying operations

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- employee induction
- key performance indicators include OHS
- systems, procedures and records
- organisation's procedures for dealing with hazardous events

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning 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 Statement.

Critical Aspects of Evidence
- Produces short term plans for department/section
- Plans, acquires and uses resources
- Monitors and adjusts operational performance
- Reports performance

Underpinning Knowledge	Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- 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
- The principles and techniques of:
- planning operations
- resource planning
- resource management systems
- budgeting and financial analysis and interpretation
- monitoring performance
- reporting performance
- problem identification and resolution
- Alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- Ways of supporting individuals/teams who have difficulty in performing to the required standard

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills	

- Functional literacy skills to access and use workplace information
- Maintaining a safe workplace and environment
- Accessing and using feedback to improve operational performance
- Preparing recommendations to improve operations
- Accessing and using established systems and processes
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Consistency of Performance	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
	• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
	• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
	• Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

RUAAG3700HBA   Select horses for breeding
Unit Sector   Horse Breeding Industry

ELEMENT	PERFORMANCE CRITERIA
1. Select mares	1.1 Relevant mare breeding and performance records are collated to identify breeding group.
	1.2 Individual mare progeny are viewed and assessed for conformation and physical attributes.
	1.3 Selected mares are identified and mating strategies recorded in consultation with the stud manager.
2. Select stallions	2.1 Relevant sire breeding and performance records are collected to identify suitable bloodlines.
	2.2 Individual sire progeny are viewed and assessed for conformation and physical attributes.
	2.3 Preferred sire is identified and mating strategies facilitated in consultation with the stud manager.
3. Assess progeny	3.1 Physical conformation and soundness of foals are established at birth and details recorded.
	3.2 Growth rate and development of young horses is monitored regularly and details recorded.
	3.3 Regular handling and socialising with young horses ensures thorough assessment of temperament and familiarisation with humans.

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	-
Collecting analysing and organising information	-
Planning and organising activities	-
Working with others and in teams	-
Using mathematical ideas and techniques	-
Solving problems	-
Using technology	-

RANGE STATEMENT

- Relevant mare and stallion breeding records and performance records may include:
  - racing performance of the mare or stallion family, identification of genetic characteristics, inherited traits such as temperament, mothering ability, etc., health factors, type and performance of progeny

Identification of mares and stallions may include identification of :

- brands, markings, colours, whorls

Assessment of physical conformation may include an evaluation of:

- bone structure, legs and tendons, hooves, muscular development, subjective criteria, health status, weight, movement

EVIDENCE GUIDE

Key Outcomes

- Selected horses reflect sound understanding of genetics and the breeding process
- Breed and family mismatches are avoided
- A broad understanding of breeding and selection is demonstrated

OHS issues that impact upon the performance of this unit

Relevant OHS hazards identification, risk assessment and risk control measures. These include:

- the issue of calm and positive actions at all times when handling horses is required to minimise the risk of kicks or bites from frightened or escaping animals.
- Manual handling Codes of Practice should be strictly observed.
- kicks, bites and crushing from horses are a constant workplace hazard in this industry.
- safe working practices also include the need to communicate proposed actions with horses to all personnel in close proximity to avoid accidents.

RUAAG4701HBA Provide support for the conduct of artificial insemination procedures

Unit Sector   Horse Breeding Industry

ELEMENT	PERFORMANCE CRITERIA
1. Obtain semen	1.1 Nominated stallion is collected from box and led to the collection area. 1.2 Semen is collected using industry approved collection techniques. 1.3 Semen is obtained from recognised sources. 1.4 Semen is examined and extended in line with instructions.
2. Inseminate mares	2.1 Mare accurately identified from stud records, papers and fixed identification. 2.2 Mare is restrained and prepared for insemination in accordance with stud hygiene procedures. 2.3 Frozen semen is thawed in line with industry practice. 2.4 Straws are selected and filled and mare inseminated according to stud policy procedures with a minimum of stress.
3. Provide post mating care for horses	3.1 Stud and mating records are completed and stud book notified in line with industry protocols. 3.2 Grooming and hygiene procedures are completed according to stud policy. 3.3 Horses are returned to boxes or paddocks in line with instructions.

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	-
Collecting analysing and organising information	-
Planning and organising activities	-
Working with others and in teams	-
Using mathematical ideas and techniques	-
Solving problems	-
Using technology	-

RANGE STATEMENT

- It is recommended that artificial insemination should only be carried out by a registered veterinarian or licensed inseminator.
- Industry approved techniques for semen collection may be carried out using :
  - "belted" mares, artificial mares
- Semen dilution rates will be dependent on :
  - the viability of the semen, individual stallion characteristics, nature of the semen - chilled or fresh
- Checks of semen may include checks for :
  - stallion identity, viability, extension, sperm count, abnormalities
- Semen may be :
  - fresh, chilled (collected 48 to 72 hours prior), frozen
- Mare preparation may include:
  - teasing, washing and hygienic preparation of the vulva area, identification, completion of appropriate records, regular follicle checks
- Frozen semen will require accurate scanning of ovulation to ensure that the mare is inseminated within 15 minutes of ovulation.
- Stud policy may include :
  - animal welfare provisions, mare and stallion care protocols and standards, record keeping procedures
- Post artificial insemination procedures may include:
  - checking by the veterinarian for the presence of the corpus luteum

EVIDENCE GUIDE

Key Outcomes
- Semen collected from stallions or obtained from chilled or frozen sources
- Mares prepared and scanned to maximise the opportunity for conception to occur
- Service returns recorded
- Pregnancy testing procedures completed

OHS issues that impact upon the performance of this unit	Relevant OHS hazards identification, risk assessment and risk control measures. These include:

- safe work systems and procedures to reduce kicks, bites and crushing injuries from horses. this will include using calm and positive actions to avoid alarming stock.
- safe manual handling systems and procedures
- safe horse restraining procedures used while working on horses
- safe systems and procedures for handling veterinarian products, including vaccines, needles and syringes
- safe systems and procedures in preventing zoonotic infection from sick stock
- clear communication between workers, especially when working together within a close proximity
- safe systems and procedures for outdoor work, including protection from solar radiation
- selection, use and maintenance of relevant personal protective clothing and equipment

Holistic Outcome	Conception rates through artificial insemination are maximised.

Underpinning knowledge and skills	

- A basic working knowledge of:
  - the anatomy and physiology of the reproductive organs and the reproductive process in horses.
  - semen collection and dilution
  - semen thawing techniques
  - ovulation stimulation and synchronisation

- The ability to:
  - communicate effectively with veterinarian or licensed inseminator
  - demonstrate an empathy with, and safely and calmly handle, horses

Qualifications of Assessor	'Assessors are to be qualified as competent against the Competency Standards for Assessment. As a minimum, this is to be in the two units: "Conduct Assessment in Accordance with an Established Assessment Procedure" and "Plan and Review Assessment".

Only qualified assessors engaged by a Registered Training Organisation are able to assess a person against this unit of competency. The assessment is to be conducted by an assessor in cooperation with a person who has workplace knowledge, skills and competence relevant to this unit. This workplace assessment can be conducted by an individual or a group of people complying with the above criteria'.

Measures to ensure consistency in assessment	These measures are described in the Assessment Guidelines of the industry-endorsed Trainer's Guide for the unit.

Where this unit is assessed	This unit can only be assessed as the individual assists in artificial insemination routines on the property in the breeding shed.
Resources required beyond those normally found in a functional agricultural workplace	The normally occurring workplace resources including selected mares and using fresh, frozen or chilled semen.

SRSCOA006A	**Implement the fundamental principles of sports psychology**
Unit Descriptor	This unit covers the fundamental principles of sports psychology and their implementation. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.
Unit Sector	No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Identify fundamental principles of sports psychology for the activity	1.1 **Client** needs are assessed through questioning 1.2 Psychological requirements of the activity are assessed 1.3 Where necessary and available, the athlete is advised contact appropriate **support personnel** who are experts in the field of sports psychology
2. Explain the fundamental principles of sports psychology to clients	2.1 **Fundamental principles of sports psychology** are explained to and clarified with clients 2.2 Communication approaches adopted are appropriate to the needs of the **client** 2.3 Verbal communications are clear, accurate and presented in a style appropriate to the setting 2.4 Appropriate activities and learning experiences are used to deliver the information 2.5 The **client** is encouraged to voice queries
3. Implement strategies for using the fundamental principles of sports psychology	3.1 Strategies for assisting **clients** to use **fundamentalprinciples of sports psychology** in activity specific settings are identified 3.2 Communication with the **client** establishes preferred psychological strategies 3.3 Strategies for utilising **fundamental principles of sports psychology** are implemented 3.4 In team settings the role of the **support personnel** who are experts in the field of sports psychology are clarified with the athlete/s

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	2
Using technology	1

RANGE STATEMENT

- are usually committed and self-motivated to improve their performance
- can be talented with various levels of motivation and commitment
- may be beginner through to high performance level competitors
- are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger, and/or
- can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups

- can be athletes
- are usually committed and self motivated
- are usually over 16 years of age
- are sometimes below the age of 16 years and require parent/guardian consent prior to being included
- can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups

- Mental rehearsal
- goal setting (long and short term)
- self control skills (arousal and anxiety)
- establishing mental routines
- motivation

- sports psychologists
- nutritionists
- administrators
- other coach/es
- sports scientists
- sports medicine providers
- agents
- other health professionals
- parents/guardians
- other involved/appropriate personnel

EVIDENCE GUIDE

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the fundamental principles of sports psychology, and strategies to implement these in a coaching setting
	• Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment
	• In particular, assessment must confirm the ability to:
	• Identify fundamental principles of sports psychology appropriate for the activity
	  • Explain the fundamental principles of sports psychology to clients
	  • Implement strategies for using the fundamental principles of sports psychology

Interdependent assessment of units	• This unit must be assessed *after or in conjunction with* attainment of competency in the following unit(s):
	  • SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities
	  • relevant sport specific coaching units of competency
	• 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 CAI 004A Plan a sport and recreation session for clients
	  • SRS COA 002A Plan individualised training programs to improve skills
	  • SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills
	  • SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills
	  • SRS COA 005A Include special interest groups or people with special needs
	  • relevant sport specific coaching units of competency

Required knowledge and skills	• Underpinning knowledge
	   • Mental rehearsal strategies to be used in preparing psychologically for a sporting event
	   • Goal setting strategies (long and short term) to be implemented when planning a sporting career
	   • Self control strategies (arousal and anxiety) to be used when preparing psychologically for a sporting event
	   • Establishing mental routines that can be used when preparing psychologically for a sporting event
	   • Knowledge of motivational techniques to be used when preparing psychologically for a sporting event
	• Underpinning skills
	   • Communication skills (written and verbal) in order to explain the fundamental principles of sports psychology
	   • Ability to analyse and interpret information appropriate to the principles of sports psychology
	   • Interpersonal skills in order to build rapport with clients and ensure the principles of sports psychology are received effectively

Resource implications	• Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting

Context for assessment	• Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)
	• In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning 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

SRSCOA007A	**Provide information about the fundamental principles of eating for peak performance**
Unit Descriptor	This unit covers the acquisition of competency to enable the coach to provide information about the principles of eating for peak performance to their athletes. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.
Unit Sector	No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Collect information regarding the basic principles of nutrition for performance

   1.1 **Client** information needs are assessed through questioning
   1.2 Nutritional demands of the activity are assessed
   1.3 As much relevant and current information as possible is collected and assessed from a range of sources
   1.4 Where necessary and available, the athlete is advised contact appropriate **support personnel** who are experts in the field of sports nutrition

2. Explain the basic principles of nutrition for performance to clients

   2.1 Communication approaches adopted are appropriate to the needs of the **client**
   2.2 Verbal communications are clear, accurate and presented in a style appropriate to the setting
   2.3 The most relevant **nutritional principles** are communicated first
   2.4 Appropriate activities and learning experiences are used to deliver the information
   2.5 The **client** is encouraged to voice queries

3. Implement strategies for using principles of nutrition for performance

   3.1 Strategies for using **nutritional practices** in performance settings are identified
   3.2 Communication with the **client** establishes the most relevant strategies for them
   3.3 In team settings the role of the **support personnel** who are experts in the field of sports nutrition are clarified with the athlete/s

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

- are usually committed and self-motivated to improve their performance
- can be talented with various levels of motivation and commitment
- may be beginner through to high performance level competitors
- are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger, and/or
- can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups

- can be athletes
- are usually committed and self motivated
- are usually over 16 years of age
- are sometimes below the age of 16 years and require parent/guardian consent prior to being included
- can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups

- basic nutritional guidelines
- five food groups
- balanced diets
- fluid replacement and hydration
- heat injury

- eating more or less of particular foods
- use of nutritional supplements
- use of sports drinks for fluid replacement

- sports psychologists
- nutritionists
- administrators
- other coach/es
- sports scientists
- sports medicine providers
- agents
- other health professionals
- parents/guardians
- other involved/appropriate personnel

EVIDENCE GUIDE

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of how to provide information regarding the basic principles of nutrition for performance to clients in a coaching setting • Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment • In particular, assessment must confirm the ability to: • Collect information regarding the basic principles of nutrition for performance • Explain the basic principles of nutrition for performance to clients • Identify strategies that clients may implement regarding nutrition for performance
Interdependent assessment of units	• This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): • SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities • relevant sport specific coaching units of competency • 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 CAI 004A Plan a sport and recreation session for clients • SRS COA 002A Plan individualised training programs to improve skills • SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills • SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills • SRS COA 005A Include special interest groups or people with special needs • relevant sport specific coaching units of competency

Required knowledge and skills	• Underpinning knowledge
	• Basic nutritional guidelines in order to provide correct information about the principles of eating for peak performance
	• Knowledge of the five food groups in order to provide this information to clients
	• Knowledge of the need to replace fluid in order to maximise performance
	• Knowledge of the effects of heat injury on performance and health
	• Knowledge of the principles of hydration and the effect on performance
	• Underpinning skills
	• Communication skills (written and verbal) in order to explain the fundamental principles of eating for peak performance
	• Interpersonal skills in order to build rapport with clients and ensure the principles of eating for peak performance are received effectively
	• Ability to interpret information appropriate to the principles of eating for peak performance in order to ensure clients receive correct and relevant information
Resource implications	• Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting
	• Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting

Context for assessment	• Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner) • In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning 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

SRSCOP020A   Develop a personal financial plan
Unit Sector   No sector assigned

ELEMENT	PERFORMANCE CRITERIA

ELEMENT

PERFORMANCE CRITERIA

1. Collect information to prepare a personal financial plan

1.1 Sources of information listing the ***reasons why personal financialplanning is important*** are identified
1.2 Sources of information on ***providers*** of financial advice are identified
1.3 The ***services*** provided by each identified option are outlined
1.4 Sources of information on the differences between ***high*** and ***low risk*** investment strategies are identified
1.5 Sources of information on the different ***forms of insurance*** available are identified
1.6 Sources of information on the different ***forms of superannuation*** are identified
1.7 The ***reasons for taking out insurance and personal superannuation*** are listed
1.8 Information is as up-to-date, accurate and as comprehensive as available sources allow
1.9 Conflicting information is checked with relevant sources

2. Prepare a personal financial plan

2.1 The plan includes aims relevant to identified needs
2.2 The plan includes ***criteria for selecting a financial adviser***
2.3 The plan includes details of the ***major investment alternatives*** available
2.4 The plan ***includes criteria for selecting the appropriate investment option***
2.5 The plan takes account of all collected information

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	-
Collecting analysing and organising information	-
Planning and organising activities	-
Working with others and in teams	-
Using mathematical ideas and techniques	-
Solving problems	-
Using technology	-

RANGE STATEMENT

- credibility
- empathy for sport
- experience
- cost

- accessibility to funds
- reasons for investment
- current/projected financial commitments

- life
- accident
- property
- public liability
- motor vehicle
- trauma
- travel
- income protection

- roll over
- lump sum payment
- personal/employment contributions

- short term
- specialised portfolio
- shares
- greater tax benefits

- long term
- secure
- diverse portfolio
- bonds
- property
- banks

- banks
- financial institutions
- share markets
- bonds
- trusts
- property

- bank
- financial planners
- accountants
- investment advisers
- security brokers
- stock brokers
- solicitors
- insurance companies

- savings plan
- risk management
- retirement planning

- risk management
- future planning
- retirement
- variation in income levels
- career changes in/out of sport

- investment options
- insurance options
- financial management

EVIDENCE GUIDE

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the factors influencing the preparation of a personal financial plan. • Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment • In particular, the assessment must confirm the ability to: • develop a personal financial plan that includes all relevant information necessary to effectively map out investment opportunities and known expenses for short, medium and long term financial security.

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	• Underpinning knowledge • contractual obligations in order to assess future income for inclusion in personal financial plan • decision making strategies in order to assess and decide on investment opportunities • Underpinning skills • problem solving skills to find sources of information needed for developing a personal financial plan • communication (verbal and listening skills) in order to effectively understand the presented information and use this to accurately develop a personal financial plan • negotiation to negotiate with financial advisers on the best investment option • decision making skills in order to decide on the best investment opportunity available and the best financial adviser to use • research skills in order to access sources of information
Resource implications	• Assessment of this competency requires access to sample investment plan information, information on superannuation, information on insurance policies. • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	• Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables and contexts applicable.

Context for assessment	• Competency must be demonstrated in a real work environment
	• In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning 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

SRSCOP026A	**Implement and evaluate a time management plan**
Unit Descriptor	This unit covers factors that contribute to poor time management and strategies developed to minimise time wastage.
Unit Sector	No sector assigned

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop a time management plan	1.1 The plan includes a list of all *daily activities*
	1.2 The plan includes current daily time allocation to each activity
	1.3 *Time wasters* are identified in the plan
	1.4 *Strategies to minimise time wasters* are identified in the plan and implemented to achieve desired daily time allocation for each activity
	1.5 The plan prioritises daily activities
	1.6 The involvement of other people in the plan is outlined
2. Evaluate the time management plan	2.1 The parameters for evaluation are determined
	2.2 The evaluation includes details of activities where conflict occurs
	2.3 The evaluation includes the views of all *key parties* involved
	2.4 Strategies for resolving conflicting situations are identified
	2.5 Feedback and suggestions are offered and received constructively
	2.6 Areas where time can be managed more effectively are identified and ways of achieving this improvement agreed

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	-
Collecting analysing and organising information	-
Planning and organising activities	-
Working with others and in teams	-
Using mathematical ideas and techniques	-
Solving problems	-
Using technology	-

RANGE STATEMENT

- training
- sleeping
- shopping
- school
- eating
- recreation
- competing
- work
- family commitments

- self
- coach
- team
- family
- friends
- educational adviser

- divide tasks into achievable goals
- maintain a personal diary
- plan daily, monthly and annual activities
- use technology effectively, including:
    - facsimile
    - mobile telephone
    - word-processing software
    - database software
    - spreadsheet software

- goal conflicts
- reliance on others
- being controlled by others
- lack of planning
- ineffective communication
- poor organisation

EVIDENCE GUIDE

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the factors influencing the identification of time wasters
	• Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
	• In particular, the assessment must confirm the ability to:
	  • Develop a time management plan that includes all daily activities
	  • Ensure time wasters are identified and strategies implemented to minimise time wastage
	  • Address conflict within the time management plan and adjust accordingly

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	• Underpinning knowledge
	  • Strategies to minimise time wastage
	
	• Underpinning skills
	  • Decision making in order to prioritise daily activities
	  • Problem solving skills in order to implement adjustments identified in the evaluation of the time management plan
	  • Negotiation skills to negotiate adjustments identified during the evaluation process
	  • Use of technology in order to develop time management plan on an electronic system

Resource implications	• Assessment of this competency requires access to template documents for logging time, sample planners - weekly, monthly, yearly • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	• Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables applicable

Context for assessment	• Competency must be demonstrated in a real work environment
	• In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning 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

SRXCLS004A	Provide advice in order to meet current and anticipated client requirements
Unit Descriptor	This unit develops the knowledge and skills to identify clients' requirements and trends in client requirements and to maintain resources to ensure adequate client service.
Unit Sector	No sector assigned

ELEMENT	PERFORMANCE CRITERIA	
1. Identify current client requirements	1.1	Types of *clients* are identified with respect to *demographic information*
	1.2	*Requirements* and expectations of clients are *assessed*
	1.3	*Strategies* to meet identified needs are developed
	1.4	Problems are identified and/or anticipated and solutions implemented
2. Provide information on current service provision and resource allocation within area of responsibility	2.1	Current service provision is *monitored* to ensure good service is maintained
	2.2	Current resource allocation for client services is monitored
	2.3	Regular *reports* on current service provision are prepared and presented to the nominated person
	2.4	Deficiencies in client service are identified and action is taken to resolve problems
	2.5	Feedback on quality of service provision is provided to staff
3. Identify trends in client requirements	3.1	Change to *client requirements* are analysed
	3.2	Trends are identified
	3.3	Options for upgrading resources are explored
	3.4	Options to improve client service are explored
	3.5	Effectiveness of advice / outcomes / service is evaluated and reported upon

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

- formal
  - questionnaires
  - focus groups
  - test marketing
  - staff survey
  - Australian Bureau of Statistics' reports
  - warranty claims
  - market surveys
  - letters of complaint
  - phone surveys
- informal
  - observation
  - comments from staff
  - informal analysis of complaints

- information regarding organisation facilities and/or services and products
- follow up in event of delays in service provision
- special needs
  - non routine information/services
  - urgent requirements
  - service or facilities to assist disabled persons
- location of specific items within the organisation
- comfort, security and safety

- New
- repeat/existing
- internal
  - colleagues
  - teams
  - departments
- external

- gender ratios
- annual income
- culture/nationality
- residential location
- participation rates
- type of membership or affiliation with organisation
- activity type
- length of membership/association with organisation

- availability of information
- client service
- staff supervision
- lines of communication to staff and management
- protocol for attending to client complaints about product or individual staff
- complexity of complaints and solutions available within organisation limits
- timelines for resolution of complaints
- monitoring team performance
- discipline
- allocating duties/responsibilities
- range of responsibilities/duties
- meeting procedure
- organisation appraisal

May include

- timeframes for reports
- regular reports
- one-off reports

- modifications to current services and resources
- additions to services and resources
- potential problems and solutions
- monitoring services and resources
- upgrading services and resources

EVIDENCE GUIDE

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the processes involved in identification of clients, identification of client requirements, service provision and client trends in the work environment
	• Assessment of performance should be over a period of time covering all categories of client, client requirement and strategy from within the range of variables statements and any categories of formal and informal assessment/monitoring that are applicable in the learners work environment
	• In particular, assessment must confirm the ability to
	  • Accurately assess client requirements
	  • Identify limitations of assessment/monitoring techniques
	  • Develop appropriate strategies to maintain communication with clients and address their requirements
	  • Monitor and evaluate quality of client service
	  • Consider trends in clients requirements and evaluate in regard to organisation goals

Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s):
	  • SRX CLS 003A Coordinate interaction with clients
	• This unit must be assessed in conjunction with the following unit(s):
	  • SRX COM 004A Source and present information in response to requests
	• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
	  • Nil

SRXCLS004A Provide advice in order to meet current and anticipated client requirements

Required knowledge and skills	• Underpinning knowledge
	  • Sources of information on client base, their needs and expectations
	  • Techniques to determine demographic makeup of client base
	  • Mechanisms to maintain contact with clients and access feedback
	  • Processes to determine needs and expectations of clients and changes in client base and requirements
	• Underpinning skills
	  • Research skills to determine client needs and future requirements
	  • Planning skills to determine resourcing requirements to meet identified needs
	  • Communication skills to enable consultation with clients (internal and external and including management)
	  • Problem solving in order to resolve issues with respect to client service and/or resourcing
	  • Numeracy skills to conduct statistical analysis of research
	  • Literacy skills to enable production of reports and recommendations

Resource implications	• Assessment of this competency requires access to a work environment with clients • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

Context for assessment	• Competency must be demonstrated in a real work environment
	• In cases where the learner does not have the opportunity to cover all categories of client, client requirement and strategy from within the range of variables statements and any relevant categories of formal and informal assessment/monitoring in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning 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

SRXIND004A	**Establish and maintain an effective industry network**
Unit Descriptor	This unit covers competencies required in establishing, participating in and maintaining an effective industry network.
Unit Sector	No sector assigned

ELEMENT	PERFORMANCE CRITERIA	
1. Identify and maintain industry affiliations	1.1	**Affiliations** are relevant to status and level of performance in the industry
	1.2	**Affiliations** provide access to required facilities and equipment and opportunities for performance at required levels
	1.3	**Affiliations** are appropriate to support requirements
2. Participate in industry events or activities	2.1	Participation is at a frequency and standard that provide sufficient challenge to optimise performance
	2.2	**Involvement** is balanced between professional and personal goals
	2.3	Participation is undertaken in a professional manner in line with industry expectations and community standards
	2.4	**Involvement** is suitable for achieving required recognition or accreditation for performance levels
	2.5	**Involvement** is in accordance with appropriate **participation profile**
3. Maintain records of industry activities	3.1	Relevant records are accurately maintained
	3.2	**Records maintained** are relevant to enhancement of performance
	3.3	Records are formatted to enable ease of access and are suitable for analysis
4. Review appropriateness of industry networks	4.1	Cost effectiveness of **industry network** is assessed on a regular basis
	4.2	Relevance of **affiliations** is assessed against changes in status and performance levels
	4.3	Access to current industry information is maintained to enable valid comparisons
	4.4	**Industry support networks** are maintained to provide suitable opportunities for participation at required levels
	4.5	**Industry support networks** are maintained to access support resources for effective performance
	4.6	Review is undertaken in association with support team and industry peers where appropriate

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT

- participants
- teams
- associations
- sponsors
  - existing
  - potential
- unions
- organisations
- suppliers
- associated and related industries
- peers
- amateurs
- professionals
- clubs
- authorities
- funding bodies
- control bodies
- professional associates
- partners

- membership of clubs and associations
- competition/participation
- social functions
- meetings
- training courses
- clinics
- workshops
- seminars
- support to industry organisations
- representation
- leadership
- exhibitions

- plan for participating in activities

- manual
- computerised

- Occupational Health and Safety
- industry control and regulating legislation
- professional association regulations, codes and guidelines
- anti-discrimination

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm sufficient knowledge of establishing and maintaining relevant industry networks in the work environment
- Assessment of performance should be over a period of time covering four categories of industry networks/affiliations and four categories of involvement, and all other categories of the range of variables statements that are applicable in the learners work environment
- In particular, assessment must confirm the ability to
  - identify relevant potential industry affiliations
  - establish and or maintain an industry network which is relevant to the workplace
  - participate in relevant industry events or activities
  - record and review involvement in professional development activities

Interdependent assessment of units

- This unit must be assessed after attainment of competency in the following unit(s):
- SRX IND 001A Develop knowledge of the sport and recreation industry

- 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 COM 003A Collect and provide information to facilitate communication flow
  - SRX CLS 003A Coordinate interaction with clients
  - SRX ORG 003A Coordinate work and work priorities in a sport and recreation organisation

Required knowledge and skills	• Underpinning knowledge • Organisation's policies and procedures, particularly in regard to industry affiliations • Relevant industry bodies, clubs and associations • Organisation's desired performance outcomes and requirements • Relevant knowledge of Occupational Health and Safety legislation pertaining to application within the workplace • Underpinning skills • Basic research skills to identify relevant industry affiliations • Interpersonal skills to partake in industry events and activities • Record keeping skills to maintain a record of industry network • Networking skills to build an industry network • Literacy skills in regard to record keeping • Numeracy skills in relation to cost comparisons
Resource implications	• Assessment of this competency requires access to a real work environment • Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover four categories of industry networks/affiliations and four categories of involvement, and all other categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning 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

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