

Horse Education project



Summary of Feedback, Responses and Actions

March 2019

This project includes the development of 5 new units of competency and the review of 4 units of competency within the *ACM Animal Care and Management Training Package*. Draft materials were developed as a result of initial input from Subject Matter Experts and were made available for broader stakeholder consultation and feedback between 24 January – 21 March 2019. Further feedback was sort on *ACMEQU4X7 Educate horses for riding*, *ACMEQU4X8 Educate horses for driving* and *ACMEQU4X9 Educate pack horses* along with new unit *ACMEQU4XX Educate a horse in initial basic handling* developed due to initial feedback received. During this time feedback was received via email, through online surveys, as well as in person at workshops or site visits, and by telephone. Input was received from 85 stakeholders around Australia, including 21 from Registered Training Organisations, 13 from Government bodies such as State Primary Industry Departments and State Training Authorities, and 51 industry representatives.

As a direct result of feedback received, a number of changes were made to the documents under review. Mostly notably:

- Additional new unit developed after initial consultation - *ACMEQU4XX Educate horses in initial basic handling* - based on elements 1 and 2 of *ACMEQU4X7 Educate horses for riding*, *ACMEQU4X8 Educate horses for driving* and *ACMEQU4X9 Educate pack horses*
- Proposed inclusion of the above new unit as a prerequisite to the 4 original new horse education units to address safety and concerns over a learner's level of horse handling experience. This has had an impact on the units in the two associated Skill Sets. Confirmation needed through validation
- Minor adjustments to the Performance Criteria, Performance Evidence and Knowledge Evidence in most units of competency.
- Wording changes for clarity and to strengthen animal welfare and safety in many units
- Terminology reviewed to adopt language used in industry.

[Visit the Skills Impact website](#) to view a full list of the documents that were submitted for consultation during this phase.

Below is a summary of the issues raised and how these issues have been dealt with. This involves a consideration of the information provided, views of industry stakeholders where known and views provided by the people who are part of the Subject Matter Expert Working Group process. Resolutions are constructed to take into account the needs and views of stakeholders to the extent possible, and to comply with the *Standards for Training Package 2012*. The resolutions may represent a compromise on one or more stakeholder views with the aim of a workable outcome for industry, State and Territory Training Authorities (STAs) and training providers.

Please note: feedback is still actively being sort from Tasmania and Queensland to ensure consultation has been carried out in all states and territories.

The documents are now available to view and validate on the [Skills Impact website](#) until 5th April 2019.

Summary of feedback on qualifications

Qualifications

The new units developed in the Horse Education project will be added as electives to existing qualifications in the *RGR Racing and Breeding Training Package*. Skill Sets have been developed in the *ACM Animal Care and Management Training Package* focusing on the work required to educate horses for riding or driving. It is anticipated that as other relevant qualifications in the *ACM Animal Care and Management Training Package* will be reviewed in future projects the units will be added to more qualifications.

Summary of feedback on units of competency

EQUINE (EQU) units

Acronyms - PC – performance criteria, PE – performance evidence, KE – knowledge evidence, AC – assessment conditions, SMEs – Subject Matter Experts

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMEQU4X7 Educate horses for riding / ACMEQU4X8 Educate horses for driving / ACMEQU4X9 Educate pack horses (initial consultation draft)		
Industry, RTO, Gov't - National	<p>Develop a new unit based on elements 1 and 2 in ACMEQU4X7, 4X8 & 4X9.</p> <p>Considerable feedback was provided on the initial drafts which has been included in the revised drafts. Feedback covered:</p> <ul style="list-style-type: none"> sequencing performance criteria terminology assessment requirements – performance evidence and knowledge evidence. 	<p>Adopted. New unit developed (<i>ACMEQU4XX Educate horses in initial basic handling</i>) based on elements 1 and 2.</p> <p>Revise elements 3 and 4 in draft 1 units and further develop the units to focus on educating horses to be ridden, driven or to carry a load (pack horse) – i.e. remove initial basic handling (elements 1 and 2).</p> <div style="text-align: center;"> <pre> graph TD A[ACMEQU4XX Educate horses in initial basic handling] --- B[ACMEQU4X7 Educate horses to be ridden] A --- C[ACMEQU4X8 Educate horses to be driven] A --- D[ACMEQU4X9 Educate pack horses] </pre> </div>
ACMEQU4XX Educate horses in initial basic handling		
Industry, RTO, Gov't - National	<p>Question raised during consultation workshops regarding development of this new unit. Received agreement from stakeholders on new structure of Equine units to reduce duplication and increase flexibility in training in the industry.</p>	<p>This new unit has been developed.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO & Industry, NSW & VIC	<p>Tracked changes to unit provided with additional points by 5 stakeholders, comments added to:</p> <ul style="list-style-type: none"> • Performance criteria (PC) • Performance evidence (PE) • Knowledge evidence (KE). 	<p>Adopted</p> <ul style="list-style-type: none"> • PCs - most additional PCs included with some wording modifications • PE – additional points not included as they repeat the performance criteria which must be assessed – refer to lead in statement • KE – additional points suggested included.
Industry NSW	<p>Add prerequisite for safety – Handling horses safely.</p>	<p>Feedback noted and confirmation of the need to add this as a prerequisite will be sought during the validation process. The government policy is to minimise prerequisites where possible as prerequisites create barriers for delivery but where safety is concerned that should take precedence. By adding <i>ACMEQU202 Handle horses safely this will</i> create a chain of prerequisites for the unit so the subject matter expert working group feel broader consultation is required on this matter.</p> <p><i>ACMEQU202 Handle horses safely</i> has prerequisite <i>ACMEQU205 Apply knowledge of horse behaviour</i>.</p>
Industry, NT	<p>No feedback on the appropriate title for unit.</p> <p>Application area of the unit participants note the suitable mention of “re-education of horses for need purposes- off the track is a build element in horse repurposing”.</p> <p>Element 2.4- Reference to animal welfare regarding heat management.</p> <p>A young horse may form anxiety from the amount of cognitive learning being asked of it.</p> <p>An equilibrium of mental and emotional learning needs to be established.</p> <p>Element 3.1- re-enforces by incorporating and food reward system. Could also use the clicker style training option.</p> <p>Element 3.2- Can the tied up be swapped around so leading comes first. If you can't stop and start the horse this will cause problems when teaching tying up.</p> <p>Element 4.1- Should there be a recognition of the transport vehicle:</p>	<p>Noted - no feedback on title</p> <p>This unit is about initial - beginning education. A separate RGR unit is available for re-education of ex-race horses.</p> <p>Added to KE - • horse welfare, including managing stress, fatigue and heat.</p> <p>PC3.1. Food rewards covered in PC5.2.</p> <p>PC3.2 swapped order - now led and tied up.</p> <p>PC4.1 - added to knowledge evidence - • safe and suitable transport vehicles and towing requirements for horses.</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>If float training is the float secured to a vehicle. Knowledge of how to inspect vehicle for safety and suitability - not all horses will fit in a standard float (length and width).</p>	
<p>Industry, WA</p> <p>My concern having the separate unit, and making it a prerequisite is that it will restrict many workplaces from on the job training as they do not have the opportunity to provide some aspects. There is no 'problem' having the same elements in the 3 units around basic education – very few people, if any would undertake all 3 units for a workplace / employment outcome.</p> <p>We need to be careful that we don't end up with nice to have that is not deliverable.</p> <p>These units should be based on the job – I have great concern that someone could be classed as competent by starting 2 horses either to saddle or harness and be deemed competent!</p> <p>There is a need to experience a variety of horses of different temperaments and behaviours to ensure a competent person is experienced sufficiently to progress to working on their own – it should not be possible for these units to be assessed away from a genuine workplace, with exposure, over a period of time to a large number of horses.</p> <p>If we get this wrong then either RTOs will not put it on scope because of the inherent dangers, or do put it on scope and provide competence to inexperienced people.</p> <p>Do not support inclusion of prerequisites to this unit as the unit is aimed at individuals, with previous horse handling experience and sound skills and knowledge of horse behaviour and learning theory.</p>	<p>Further consultation with SME Working Group to be carried out with regards to the feedback received in order for final decision to be made on the inclusion of prerequisites and if this unit remains or is subsumed into <i>ACMEQU4X7 Educate horses to be ridden, ACMEQU4X8 Educate horses to be driven and ACMEQU4X9 Educate pack horses.</i></p>
<p>ACMEQU4X7 Educate horses to be ridden (revised unit) (formerly ACMEQU4X7 Educate horses for riding)</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Gov't, Industry NSW	Add prerequisites for safety – Handling horses and riding.	<p>The following prerequisite has been added for feedback at validation/draft 2 stage</p> <ul style="list-style-type: none"> ACMEQU4XX Educate horses in initial basic handling (new) <p>Additionally suggested prerequisite, <i>ACMEQU206 Perform horse riding skills at walk, trot and canter</i> is being considered. Inclusion of this unit as a prerequisite creates a prerequisite chain, which may be a barrier to delivery.</p> <p><i>ACMEQU206 Perform horse riding skills at walk, trot and canter</i> has prerequisite <i>ACMEQU202 Handle horses safely</i>. <i>ACMEQU202 Handle horses safely</i> has prerequisite <i>ACMEQU205 Apply knowledge of horse behaviour</i>.</p> <p>Feedback noted and confirmation of the need to add this as a prerequisite will be sought during the validation process. The government policy is to minimise prerequisites where possible as prerequisites create barriers for delivery but where safety is concerned that should take precedence. By adding <i>ACMEQU206 Perform horse riding skills at walk, trot and canter</i> and <i>ACMEQU202 Handle horses safely</i> this will create a chain of prerequisites for the unit so the subject matter expert working group feel broader consultation is required on this matter.</p>
RTO, NSW	<p>Tracked changes to unit provided.</p> <p>Additional PCs suggested (PC1.2, 2.2, 2.3, 3.5, 3.6). PC1.6 incorporated in 1.4 and deleted. Some suggested rewording of PCs addressing risk assessment and control, tack and equipment, horse fitness and cool-down.</p> <p>Performance evidence – expansion and additional list of points.</p>	<p>Adopted – in PCs included with some wording modifications.</p> <p>PE – expansion to PE point re halting, left/right hand turn and riding alone and in company added. Additional points not included as they repeat the performance criteria (refer to lead in statement).</p>
Industry, RTO, Gov't - National	Minor changes to specific wording in PCs provided by 10 stakeholders. Captured on hard copy during workshops and through feedback hub.	Adopted - suggested changes applied to draft 1 with minor modifications.
Gov't, NSW	The staff involved in equine training including educating horses to be ridden have reviewed the proposed unit. Overall we felt the unit reads well and could be adapted to suit a	Noted – general comment about unit.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>variety of equine disciplines and training contexts. A few questions raised or feedback for consideration included:</p> <p>Application statement:</p> <ul style="list-style-type: none"> • how should "high level of experience" be interpreted by a trainer. What evidence could be gathered to clarify this? • term "work independently" -does this mean candidates receiving training on educating horses for riding do this under limited supervision? The term "independently" assumes that candidates have had previous experience educating horses to be ridden. Should the term under supervision be included? <p>Assessment</p> <ul style="list-style-type: none"> • It is important the unit indicates that this unit focuses on the candidate being assessed as being able to complete the performance evidence under supervision. As I'm sure the experts that have been consulted for this project would agree, to become an expert in the horse breaking/education field requires these skills to be developed over an extended period of time and in a variety of contexts. • Also could stock work be added in range of disciplines as this is the discipline that we educate horses for? 	<p>Application statement - describes an overview of the work, the context and who the unit applies to in a workplace. The unit has an indicative AQF4 level which indicates that individuals work independently, with minimal supervision. It does not specify the training requirements. Industry advice indicates that an individual doing this work would have considerable experience working with and handling horses in a workplace.</p> <p>Additional feedback has suggested the inclusion of prerequisites to address safety issues and as an indicator of sufficient experience. The Assessment conditions refer to the <i>Safety in Equine Training User Guide</i> and stipulate that the horse used must be assessed as suitable for the skills of the handler.</p> <p>Adopted - Stock work added.</p>
ACMEQU4X8 Educate horses to be driven (revised) (formerly ACMEQU4X8 Educate horses for driving)		
Gov't, Industry, NSW	Add prerequisites for safety – Handling horses and driving.	<p>The following prerequisite has been added for feedback at validation/draft 2 stage:</p> <ul style="list-style-type: none"> • <i>ACMEQU4XX Educate a horse in initial basic handling (new)</i> <p>Additionally suggested prerequisite, <i>RGRPSH203 Perform basic driving tasks</i> is being considered. Inclusion of this unit as a prerequisite creates a prerequisite chain which may be a barrier to delivery.</p> <p><i>RGRPSH203 Perform basic driving tasks</i> (racing licensing implications) has prerequisite <i>RGRPSH201 Handle racehorses in stables and at trackwork</i> (note- this is the only driving unit available).</p>
Industry, SA	Use of long reins is not always appropriate – they may or may not be used – consider revising wording.	Adopted - Educate the horse to respond to directional cues (using this language to avoid pigeon holing the unit to use long reins or not).

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry, ACT	Accustom the horse to tolerate close proximity to other horses – include in all units. Recognise and reward the horse for progress towards desired behaviours.	Adopted - included in other units. Recognise and reward later changed to positive reinforcement.
ACMEQU4X9 Educate pack horses (revised)		
Industry, National	Develop elements 3 and 4 further to focus on educating a pack horse– remove initial basic handling.	Adopted. Elements 1 and 2 removed and to form basis of new unit <i>ACMEQU4XX Educate horses in initial basic handling</i> . Remaining Elements strengthened.
Gov't, Industry, NSW	Add prerequisites for safety – Handling horses and riding.	The following prerequisite has been added for feedback at validation/draft 2 stage <ul style="list-style-type: none"> ACMEQU4XX Educate a horse in initial basic handling (new) Additionally suggested prerequisite, <i>ACMEQU206 Perform horse riding skills at walk, trot and canter</i> is being considered. Inclusion of this unit as a prerequisite creates a prerequisite chain, which may be a barrier to delivery. <i>ACMEQU206 Perform horse riding skills at walk, trot and canter</i> has prerequisite <i>ACMEQU202 Handle horses safely</i> . <i>ACMEQU202 Handle horses safely</i> has prerequisite <i>ACMEQU205 Apply knowledge of horse behaviour</i> .
ACMEQUXXX Apply horse identification techniques		
National workshops (NT, ACT, VIC, SA)	Question raised at workshops as to whether a unit on freeze branding is needed.	This unit is about techniques for identifying horses (e.g. through physical features or microchips) and not about how to brand horses. Additional feedback from stakeholders about need for a breeze branding unit include: <ul style="list-style-type: none"> Microchipping is becoming the industry standard for horses Branding tends to be racing specific – harness racing has an RGR unit to address requirements; Although a potential animal welfare issue there are very limited numbers of people who carry-out this work – it is very specialised and does not warrant development of a new unit.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry, RTOs – workshop VIC	<p>PCs – PC2.4 & 4.1 - some wording changes to focus on identifying correct processes rather than organising activities to overcome potential barriers to implementation and assessment.</p> <p>Add points to Knowledge evidence re purpose of horse identification:</p> <ul style="list-style-type: none"> For vaccination (biosecurity) and integrity in sporting activities. 	<p>Adopted – PC wording changes.</p> <p>Adopted – KE points.</p>
Industry, ACT	Application statement – context of unit – expand to include racing facilities.	Adopted.

PERFORMANCE HORSE (PHR) units

The following two existing units were revised for consistency of language and terminology and the strengthening of animal welfare.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMPHR401 Interpret equine behaviour		
Industry, RTO, ACT	<p>Application - cross out donkey, mules and hinnies.</p> <p>Agree that new element 3 (animal welfare) is needed.</p>	<p>Adopted.</p> <p>Comment noted.</p>
Industry SA	<p>PCs -1.1 delete – not needed - the same behaviours will be in domestic and wild / free horses.</p> <p>Wording changes for clarity 1.3, 1.4, 1.5</p> <p>2.1 keep equine learning. (Remove cognition & ethology from PC).</p>	<p>Adopted - PC1.1 deleted - main issue is prey animals/flight behaviour which is covered in other PCs rather than difference between domesticated/free horses.</p> <p>Adopted changes to PC1.3, 1.4, 1.5 and 2.1.</p>
Industry Assoc, National	Add ‘apply a common-sense approach’ (in Foundation skills - get the work done and to Element 2).	Adopted - with modification. Used terms - clear and practical in Foundation Skills instead of common sense approach.
Industry, WA	<p>PC 1.3 - I question the inclusion of ‘treatment and prevention’ in a unit with no prerequisites where the application of the unit is “...interpret and apply knowledge of equine ethology, cognition and learning to ensure that the behavioural needs and welfare of horses are met while maintaining a safe working environment.” My concern mainly is with ‘treatment’ of unwanted problem behaviours in horses – modifying behaviour effectively, efficiently, humanely and ethically requires a significant amount of knowledge and</p>	<p>Adopted - PC1.2 - removed treatment and prevention</p> <p>Adopted - PC2.3 added ... ‘and principles of animal welfare’ – specific theories/methodologies/approaches are not included in the unit. These can be explored in <i>ACMPHR4XX Evaluate methodologies and develop equine education program</i>.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>applied skill which appears to be beyond the scope of this unit. Furthermore, 'treatment' seems to be beyond the application of this unit. I recommend that 'treatment' be removed from this unit.</p> <p>PC 2.3 - Considering that the application of this unit includes "...ensure that behavioural needs and welfare of horses are met..." I recommend that an emphasis or at least a specific requirement that any "...plan to manage the behaviour of a horse to perform a specific task using knowledge and equine cognition and learning" be done in the most humane and equine centric manner possible (ideally in compliance with the Least Intrusive Minimally Aversive model).</p>	
<p>ACMPHR4XX Evaluate methodologies and develop equine education program (formerly ACMPHR403 Evaluate equine training methodologies)</p>		
Workshops - NT, ACT, SA, VIC	<p>Question posed to groups re keeping language consistent in all Horse Education units and removing references to 'training' in this unit - i.e. use 'education' consistently.</p>	<p>Workshop groups agreed in principle to using education throughout the unit.</p>
Industry, WA	<p>Prerequisite Unit - ACMPHR401 - supported</p> <p>Performance Criteria 2.3 - I would like to see more emphasise on the horse's needs rather than the apparent emphasise on presumably human goals. The emphasis on a horse's needs keeps welfare in the forefront and focus rather than what could be perceived to be as an afterthought.</p> <p>Element 3 - I think an essential element of evaluating any program, including the outcomes, should include an assessment of the ethics of the program and an assessment of the mental/psychological impact of the program on a particular horse. An assessment of each element of the program against the principles of the Least Intrusive Minimally Aversive model would assist in determining if the approach use was the most humane possible.</p> <p>I think that changes to the unit to incorporate my recommendations above will contribute to the application of this unit's stated purpose. in particular "...to achieve stated objectives within welfare, workplace and safety requirements'.</p>	<p>Noted - support for prerequisite.</p> <p>Horse needs are included in the PC and embedded throughout KE, minor edit to application to reinforce horse needs and welfare.</p> <p>Adopted with modifications – animal welfare and humane approaches are addressed within the unit. Least Intrusive Minimally Aversive (LIMA) model is one approach which can be evaluated within the unit. We have not listed specific models or methodologies in order for this unit to be adopted in different workplaces.</p>

HORSE BREEDING (HBR) unit

The following existing unit was revised to strengthen safety and animal welfare.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMEQU3XX Transport horses (formerly ACMHBR301 Transport horses)		
		During the feedback phase, Skills Impact questioned whether the sector for this unit should be changed. As the unit is not breeding specific, it was suggested moving the unit from HBR – Horse Breeding to EQU – Equine. No feedback was received regarding this suggestion. The suggestion will be proposed again as part of the Validation phase. If no objections are raised, the sector will be changed.
Industry, NSW	PC 2.5: Be mindful not to place fillies/mares next to colts/stallions.	Adopted, added classes of horses to PC 2.4 and linked to KE.
Industry, NT	Element 2 - reword to load and unload horses.	Adopted.

Summary of feedback on skill sets

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
General Skill Set feedback		
Govt, WA	The two skill sets ACMSS0000X1 Horse Education for Riding Skill Set and ACMSS0000X2 Horse Education for Driving Skill Set –are exactly the same with the exception of a different pathway for one qualification, we wondered why the two skill sets cannot be combined into one and broadened into the Horse Education for Riding and Driving Skill Set?	Referred to SMEs for advice – not all horse educators will educate a horse to be ridden and driven – depends on the industry sector they work with. As such the two skill sets are needed.
ACMSSXXXX1 Horse education for riding skill set		
Industry, SA	Include the <i>ACMPHR401 Interpret equine behaviour</i> and new Educate horses in basic handling.	Adopted – new unit added. <i>ACMPHR401 Interpret equine behaviour</i> already listed in Skill Set.
ACMSSXXXX2 Horse education for driving skill set		
Industry, SA	Include the <i>ACMPHR401 Interpret equine behaviour</i> and new Educate horses in basic handling.	Adopted – new unit added. <i>ACMPHR401 Interpret equine behaviour</i> already listed in Skill Set.

Summary of feedback – microchipping unit

MICROCHIPPING (MIC) unit

- ACMMIC401 Implant microchip in cats and dogs – changes to performance evidence – increasing volume and frequency from 1 cat and 1 dog to 10 cats and/or dogs (with conditions)

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMMIC401 Implant microchip in cats and dogs		
Industry, NSW	<p>Performance Criteria:</p> <p>1.5 Suggest removal of Australian Standards from this PC. AS are available only by purchase so unlikely for students to access them - other than recognising which standards are required to be followed.</p> <p>2.4 Suggest changing Australian Standards to International Standards, the markings on microchips make reference to ISO Compliant which may make it confusing for student to correlate if we are referring to AUS standards</p> <p>3.4 With most students that we teach animals are microchipped either in an impound facility, shelter, rescue or vet clinic where the owner is not present. I would question whether asking owner permission is relevant to the unit.</p> <p>Performance evidence:</p> <ul style="list-style-type: none"> • Increase to number to 10 - suggest 3 cats, 3 dogs and then 4 either cat or dog. We have been using this system now for about 6 months and it has been working well. • Agree with inclusion of practise microchipping – we already practice in our training. • Suggest removal of cadavers to minimise risk of welfare issues and potential breaches of regulations. • Consider removing the need for all animals to be conscious. Suggest a minimum of 1 cat and 1 dog are to be conscious - concern is that animals that would otherwise be chipped under sedation are being done conscious for the purposes of the training. Suggest a minimum of 2 conscious animals. 	<p>Performance criteria</p> <p>PC1.5 asks students to be able to follow the relevant legislation and Australian Standards, specific key requirements are included in the KE. They are not required to purchase a copy of the standards.</p> <p>Adopted</p> <ul style="list-style-type: none"> • PC2.4 changed to - ...relevant Standards and legislative requirements • PC3.4 – PC refers to restraining animal – changed wording from obtain permission from owner, if necessary – to – if present. <p>Performance evidence</p> <p>Adopted – included suggested volume and frequency and added that at least 1 dog and 1 cat be conscious. Cadavers removed from practise implantation.</p>
RTO, NSW	<p>Performance Criteria:</p> <p>PC4.3 re the aseptic technique - include 'according to industry standards'?</p>	<p>Performance Criteria:</p> <p>Adopted - PC4.3 added ...according to industry standards.</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Performance Evidence: We are suggesting that a student demonstrating competency should microchip 10 conscious animals as suggested, and are pleased the number of animals is being increased to 10 (from 1 cat and 1 dog). We would like to suggest this is broken down to a minimum of 3 dogs, 3 cats and the remaining 4 be either dogs or cats.</p> <p>I have just been consulting with industry about the requirement for numbers of animals to be chipped, and the feedback has been to suggest including a range of ages and sizes here. This ensures that a student has been exposed to different animals with different temperaments and breed differences whilst conducting their initial chips under veterinary supervision. For example a student may just chip a litter of pups/kittens and never actually chip an adult animal or be exposed to different temperaments/scenarios/levels of difficulty whilst chipping under supervision.</p> <p>Really like the inclusion of the 2 'practice' implantations here.</p> <p>Knowledge Evidence: possibly add in:</p> <ul style="list-style-type: none"> • client confidentiality and privacy (with regard to personal details) • sharps disposal • dealing with needlestick injuries • first aid for injury to implanter - bites/scratches. 	<p>Performance evidence Adopted – included suggested volume and frequency and added that a range of ages, breeds and temperaments be included in the 10 animals implanted with a microchip.</p> <p>Knowledge Evidence: All points included.</p>
<p>Industry, ACT</p>	<p>Title: Should be renamed as skills required differ in horses. PE should include 5 horses as procedures are different in horses.</p> <p>Communicated with stakeholder that this unit is specifically for small animals, cats and dogs. This unit is not focused on horse education but needed to be placed in a project so feedback could be gathered. Have added feedback to register for a future project.</p>