

Horse Education Project



Summary of Validation Feedback, Responses and Actions

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*. The final draft materials were developed as a result of feedback provided by Subject Matter Experts at a Validation Workshop held on April 3rd 2019 and from broad stakeholder feedback via online surveys from 25th March, 2019 – 7th April 2019. During this time feedback was received via email, surveys, and in person at the Validation workshop. Input was sought and received from stakeholders around Australia, including from Registered Training Organisations, Government bodies including Industry Training Advisory Boards and State Training Authorities, and industry representatives.

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

- Structure of the horse education units verified during validation process - *ACMEQU407 Educate horses in initial handling; ACMEQU408 Educate horses to be ridden, ACMEQU409 Educate horses to be driven and ACMEQU410 Educate pack horses*
- Removal of proposed prerequisites in all horse education units. Suggested prerequisites are not of a high enough level and give the wrong indication of skill level needed to undertake the units. There are no other suitable prerequisites. Advice to RTOs will be provided in the companion volume about evidence needed of 'considerable' skills and experience. Consequently, prerequisite units were removed from all units and Skill Sets
- Minor adjustments to the Performance Criteria, Performance Evidence and Knowledge Evidence in most units of competency.
- Units edited to ensure consistency of terminology and approach across similar units.

[Visit the Skills Impact website](#) to view a full list of the documents that were submitted for validation 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 consider 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/TTAs) and training providers.

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
ACMEQU407 Educate horses in initial handling (formerly ACMEQU4XX Educate horses in initial basic handling)		
SME validation workshop - Industry & RTOs – NSW, NT, WA	<p>Title - delete <i>basic</i> from title – <i>initial</i> and <i>basic</i> have the same meaning.</p> <p>Application – add <i>considerable</i> experience and skills – provide advice in the Companion Volume.</p> <p>Prerequisites - remove as none of the proposed units reflect the required level of skill needed for this unit. Add information to advise RTOs about ensuring a high level of horse handling and riding skills and experience in the Companion Volume.</p> <p>PC1.4 – add ... application of equine behaviour.</p> <p>PC3.2 – add educate horse to be <i>caught</i>.</p> <p>PC3.3 delete – <i>wearing a rug</i> – covered by <i>tack</i> in PC3.5 – also not all horses will wear a rug.</p> <p>PE – increase volume/frequency requirement to three horses.</p> <p>KE – risks to people ... delete <i>panicking</i> and add <i>striking</i> and <i>barging</i>.</p> <p>KE – add to tack – <i>rugs, halter, lead rope</i>.</p>	<p>Adopted:</p> <ul style="list-style-type: none"> Title – removed <i>basic</i> <i>Application</i> - added <i>considerable</i> experience and skills – Skills Impact to provide advice on meaning of ‘considerable’ in the Companion Volume Prerequisites - removed revised wording of PCs 1.4 Prepare a plan to educate the horse based on its individual needs, application of equine behaviour, current equine learning theory and intended purpose 3.2 Introduce a halter and lead rope and educate the horse to be caught, led and tied up safely 3.3 Accustom the horse to being groomed and hosed PE – number of horses increased to 3 KE – minor additions added (rug, halter, lead rope / striking, rearing) AC – resources – revised wording - <i>variety of horses – appropriately uneducated for the purpose of the education activities in the performance evidence.</i> AC - relationships: added <i>assistant handler, if required.</i>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	AC – resources – remove and assessed as suitable for handling by the individual.	
Govt State Department, NSW	<p>Support the prerequisite.</p> <p>PC1.3 Is assessing conformation necessary for handling? If so, clarification should be included in the knowledge evidence section.</p> <p>PC4.5. Reword from "and being transported" to "to be transported" to clarify that candidates do not need to drive a vehicle (some may not hold a licence or have never towed a horse transport vehicle before but are more than capable in educating a horse to be loaded and unloaded).</p> <p>PC3.6: In the stock work discipline the term <i>manoeuvre of stop</i> is used. This term could also be used as well as halt. Add to the PC.</p>	<p>Prerequisite not supported by SME validation group.</p> <p>Adopted:</p> <ul style="list-style-type: none"> added point to KE to clarify PC1.3 “<i>key indicators for assessing conformation, condition and health of horses relating to education program</i>” PC4.5 minor wording change from “<i>and being transported</i>” to “<i>to be transported</i>” to clarify that the learner is not required to drive the transport vehicle PC3.6 - add <i>stop</i> to PC to address terminology used in stock work sector 3.6 Teach the horse to focus attention on handler and respond to aids, cues and communication relating to forward and backward movement, changing direction and halting and <i>stopping</i>.
RTO, VIC	<p>PC's 3.1 "obedient behaviour" - Obedient behaviour will not just come about by "gaining trust and confidence of horse. The horse must be trained correctly, using clear and consistent cues.</p> <p>"and feeding" - Not sure why this is here.</p> <p>3.3 "Accustom" - Change to habituate</p> <p>3.5 "Familiarise" - Habituate the horse to tack, equipment etc.</p> <p>3.6 "respond" - Change to 'respond consistently in different contexts'</p> <p>4.4 "using positive reinforcement methodologies" - Change to 'using pressure, release techniques'. The use of negative reinforcement to train loading is easier for the horse to understand and positive reinforcement can then be used as a secondary training</p> <p>5.1 "education techniques" - A bit ambiguous.</p>	<p>3.1 - comment noted. Consistency covered in PC5.1.</p> <p>3.3, 3.5 and 3.6 wording retained by SMEs at validation meeting.</p> <p>Added consistently to 3.6.</p> <p>4.4 wording retained - other methods may be used apart from pressure/release to teach the horse to enter/exit a vehicle e.g. feed, companion horse.</p> <p>5.1 - comment noted.</p>
ACMEQU408 Educate horses to be ridden		
Industry, WA	<p>Application: The unit applies to experienced riders - therefore no prerequisites required.</p> <p>PC wording changes</p>	<p>Noted – prerequisites not supported.</p> <p>PCs – changes suggested adopted – some wording changes modified after SME validation meeting but intent of changes maintained</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> • 1.1 Horses do not have handling skills - they have 'a level of education' • 1.2 Confirm client needs and requirements and "develop" education plan for individual horse required • 2.2 Mouth horse and educate to respond to aids and communication cues through reins • 3.2 Educate horse to respond to pressure cues to move forward and sideways - flexion and bend is higher education than initial 'starting' • 4.3 Horses don't have skills, change to Build horse confidence and reinforce education required for intended riding purpose. 	<ul style="list-style-type: none"> • 1.1 and 4.3 <i>handling</i> skills – changed to <i>level of education</i> • 1.2 <i>adjust</i> education plan changed to <i>develop</i> plan • 2.2 <i>reins</i> not added PC wording modified • 3.2 no change made.
Industry, NT	<p>Unit covers too much and should be split: a) introduce a horse to the saddle, b) introduce a horse to the rider, and c) introduce a horse to rider in saddle. Ideally this should take place in a "safe" ie secure, enclosed space eg round yard.</p> <p>As well as the PPE for ride, the track for the horse needs to correctly fit and be appropriate for the task.</p> <p>Lastly 3.6 should focus on assess horse welfare including health condition.</p> <p>Good horsemanship means constantly checking and assessing horse for cues at every step - safety, pain, and acceptance.</p>	<p>Noted – comment re splitting the unit – after a discussion by the SME validation group, the group supported retaining the current structure.</p> <p>Noted comments re PPE – PPE is addressed in PCs and correct fit/checking condition is covered in the KE.</p> <p>PC3.6 added horse wellbeing as well as health condition.</p> <p>Noted comment re horsemanship.</p>
Govt State Department, NSW	<p>Does not meet needs of industry: Overall the performance criteria reads well and can be adapted to a vast range of equine disciplines. A few things noted are listed below:</p> <p>Application statement "<i>The unit applies to individuals with experience and skills in horse handling and riding who have responsibility for educating horses for a range of purposes</i>". This can be interpreted that they have already developed the skills to educate a horse to be ridden". In most contexts the individual would be developing the skills and knowledge to educate a horse to be ridden under supervision. Can this be reworded??? Where it also states independently is this suitable"??</p>	<p>Prerequisite was not supported by the SME validation group.</p> <p>Application statement - concerns noted. The SME validation group added that it needed to be emphasised that the horse education units are not entry level units and should only be undertaken by those with <i>considerable</i> experience and skills in handling and riding or driving horses. It is anticipated that most delivery will occur in the workplace rather than institutional delivery.</p> <p>Prerequisites – The SME validation group supports concerns that the suggested prerequisites are not of a high enough level and give the wrong indication of skill level needed to undertake the units. There are no other suitable prerequisites. Advice to RTOs will be provided in the</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Supports the prerequisite but notes: ACMEQU206 <i>Perform horse riding skills at a walk trot and canter</i> is not sufficient to recommend individuals to progress straight on to this unit because they have been deemed competent in the prerequisite. Further horse riding training and instruction to develop advanced horse riding skills is needed.</p> <p>Performance evidence - states educate a horse to walk, trot and canter: and halt could this also include stop. Also it should include an emergency one rein stop. This is a key safety measure undertaken here when training individuals to educate a horse to be ridden and individuals do not leave the round yards until the one rein emergency stop can be achieved. This technique is also worked on in the ground work process before horses are ridden.</p>	<p>companion volume about evidence needed of '<i>considerable</i>' skills and experience.</p> <p>PE – adopted - <i>stop</i> has been added to <i>halt</i> "in walk, trot and canter; and halt/stop and left/right hand turns". Emergency one-rein stops are not specified in the PE. They can be delivered within the unit but are not essential for all disciplines/sectors i.e. a sub-set of halting/stopping.</p>
<p>SME validation workshop - Industry & RTOs – NSW, NT, WA</p> <p>Application – add <i>considerable</i> experience and skills – provide advice in the Companion Volume.</p> <p>Prerequisites - remove as none of the proposed units reflect the required level of skill needed for this unit. Add information to advise RTOs about ensuring a high level of horse handling and riding skills and experience in the Companion Volume.</p> <p>PC changes:</p> <ul style="list-style-type: none"> • PC1.1 – add ... and <i>health status</i> of the horse • PC1.2 – change <i>adjust</i> to <i>develop</i> an education plan • PC1.3 add – at <i>each stage</i> of the education program • PC1.6 add new PC for consistency with other units re seeking assistance from another handler if required • PC4.4 add new PC for consistency with other units re accustoming horses to be ridden with others • PC5.3 change animal welfare principles to horse well being • PC5.4 re word 'to provide feedback to client as the client may not be riding the horse – so their riding ability may not be appropriate. <p>PE changes:</p> <ul style="list-style-type: none"> • add a risk assessment 	<p>Adopted:</p> <ul style="list-style-type: none"> • <i>Application</i> - added <i>considerable</i> experience and skills – SI to provide advice on meaning of '<i>considerable</i>' in the Companion Volume • Prerequisites - removed • revised wording of PCs <ul style="list-style-type: none"> ○ 1.1 Assess current level of education, <i>health status</i> and behaviour of the horse ○ 1.2 Confirm and document client needs and requirements and develop education plan for individual horse ○ 1.3 Prepare safe, secure and controlled facilities to conduct <i>each stage</i> of the education program ○ PC1.6 Determine if the assistance of another handler is required based on risk assessment (new) ○ 4.4 Accustom horse to be ridden with other horses in close proximity (new) ○ 5.3 Use appropriate techniques to manage behaviour and performance according to current equine learning theory <i>and to ensure wellbeing of the horse</i> ○ 5.4 Assess horse acceptance of education for client's needs and provide feedback • PE - added extra points

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> • add prepare suitable facilities and environment • increase volume/frequency requirement to three horses. <p>KE changes:</p> <ul style="list-style-type: none"> • change horse <i>welfare</i> to horse <i>wellbeing</i> • add point - <i>indicators of horse health status</i> • include <i>appropriate surfaces</i> in point about facilities and environment • revise point on assessing riding ability of others. <p>AC – resources – remove and <i>assessed as suitable for handling by the individual.</i></p>	<ul style="list-style-type: none"> ○ <i>completed a risk assessment of each horse to be educated</i> ○ <i>prepared suitable facilities and environments for each horse's education program and stage</i> ○ increased volume/frequency requirement to <i>three</i> horses <ul style="list-style-type: none"> • KE changes <ul style="list-style-type: none"> ○ Add point - indicators of horse health status, including body, condition, feet, teeth, injuries and stage of development ○ Added - controlled areas <i>with appropriate surface</i> ○ revised point on assessing riding ability of others to - strategies to assess riding ability level of others and <i>their experience in riding recently educated ('green') horses</i> • AC – resources – revised wording - variety of horses – <i>appropriately educated in initial handling skills for the purpose of the education activities in the performance evidence.</i> • AC - relationships: added assistant handler, if required.
RTO, VIC	<p>PC's:</p> <ul style="list-style-type: none"> • 2.2 "Familiarise" change to Habituate • 2.4 "respond to aides" Change to respond to cues for stop, and turn. The word communication cues- what does this mean?? • 3.2 Should have in here, Educate horse to riding cues, stop, turn and go. This should all be taught during groundwork phase with bit. You should not get on the horse until it has learnt to stop, go and turn with a bit in its mouth. • PE: Demonstrate ground work techniques to educate the horse to stop and turn with bit. • Demonstrate ground work using whip taps to educate the horse to go forward to leg pressure before mounting. • KE: "vocalisations" An understanding of how horses learn. 	Wording retained by SMEs at validation meeting.

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>SME validation workshop - Industry & RTOs – NSW, NT, WA</p> <p>Application – add <i>considerable</i> experience and skills – provide advice in the Companion Volume.</p> <p>Prerequisites - remove as none of the proposed units reflect the required level of skill needed for this unit. Add information to advise RTOs about ensuring a high level of horse handling and driving skills and experience in the Companion Volume.</p> <p>PC changes:</p> <ul style="list-style-type: none"> • PC1.1 – add ... and <i>health status</i> of the horse • PC1.2 – change <i>adjust</i> to <i>develop</i> an education plan • PC1.3 add – at <i>each stage</i> of the education program • Element 2 – add additional PCs for consistency with ACMEQU4X7 and add long-reining into PC2.2 • PC4.3 – move to element 3 – replace 3.1 • PC4.4 - delete – not needed • PC5.3 change animal welfare principles to horse wellbeing • PC5.4 re word 'to provide feedback to client as the client may not be riding the horse – so their driving ability may not be appropriate <p>PE changes:</p> <ul style="list-style-type: none"> • add a risk assessment • add prepare suitable facilities and environment • increase volume/frequency requirement to three horses • remove "pull a cart" change to " three horses to be used in harness for intended purpose' and remove second bullet (not needed). <p>KE changes:</p> <ul style="list-style-type: none"> • change horse <i>welfare</i> to horse <i>wellbeing</i> • add point - <i>indicators of horse health status</i> • include <i>appropriate surfaces</i> in point about facilities and environment • revise point on assessing driving ability of others. 	<p>Adopted:</p> <ul style="list-style-type: none"> • <i>Application</i> - added <i>considerable</i> experience and skills – SI to provide advice on meaning of 'considerable' in the Companion Volume • Prerequisites - removed • revised wording of PCs: <ul style="list-style-type: none"> ○ 1.1 Assess current level of education, <i>health status</i> and behaviour of the horse ○ 1.2 Confirm and document client needs and requirements and develop education plan for individual horse ○ 1.3 Prepare safe, secure and controlled facilities to conduct <i>each stage</i> of the education program ○ 2.4 Mouth the horse and educate to respond to long-reining, directional aids and communication cues ○ PC4.3 to replace PC3.1 - repetitive ○ 5.3 Use appropriate techniques to manage behaviour and performance according to current equine learning theory <i>and to ensure wellbeing of the horse</i> ○ 5.4 Assess horse acceptance of education for client's needs and provide feedback • PE - added extra points: <ul style="list-style-type: none"> ○ <i>completed a risk assessment of each horse to be educated</i> ○ <i>prepared suitable facilities and environments for each horse's education program and stage</i> ○ increased volume/frequency requirement to <i>three</i> horses ○ revised wording - <i>educated three horses, to be used in harness, for intended purpose</i> • KE changes: <ul style="list-style-type: none"> ○ Add point - indicators of horse health status, including body, condition, feet, teeth, injuries and stage of development ○ Added - controlled areas <i>with appropriate surface</i> ○ revised point on assessing driving ability of others to - strategies to assess driving ability level of others and <i>their experience in riding recently educated ('green') horses</i>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	AC – resources – remove and assessed as suitable for handling by the individual.	<ul style="list-style-type: none"> AC – resources – revised wording - variety of horses – appropriately educated in initial handling skills for the purpose of the education activities in the performance evidence. AC - relationships: added assistant handler, if required.
RTO, NSW	Add <i>accustom the horse to the driver entering and exiting the cart</i> – as this is one aspect of the process that can really frighten the horse.	Noted – covered by element 3.
ACMEQU410 Educate pack horses		
SME validation workshop - Industry & RTOs – NSW, NT, WA	<p>Application – add <i>considerable</i> experience and skills – provide advice in the Companion Volume</p> <p>Prerequisites - remove as none of the proposed units reflect the required level of skill needed for this unit. Add information to advise RTOs about ensuring a high level of horse handling and driving skills and experience in the Companion Volume</p> <p>PC changes:</p> <ul style="list-style-type: none"> PC1.1 – add ... and <i>health status</i> of the horse PC1.2 – change <i>adjust</i> to <i>develop</i> an education plan PC1.3 add – at <i>each stage</i> of the education program Element 2 – Mouth the horse – delete – not needed and renumber elements and PCs change element 3 to "Educate the horse ..." PC3.2 remove panniers replace with "the load" Reorder PCs3.1-3.3 in element 3 PC3.5 remove panniers, replace with "load" PC4.1 remove "using neck reins or lead rope" PC4.3 remove "and introduce to camp routines appropriately for intended purpose" PC5.3 change animal welfare principles to horse wellbeing PC5.4 re word 'to provide feedback to client for consistency with other units. <p>PE changes:</p> <ul style="list-style-type: none"> add a risk assessment add prepare suitable facilities and environment 	<p>Adopted:</p> <ul style="list-style-type: none"> <i>Application</i> - added <i>considerable</i> experience and skills – SI to provide advice on meaning of 'considerable' in the Companion Volume Prerequisites - removed revised wording of PCs <ul style="list-style-type: none"> 1.1 Assess current level of education, <i>health status</i> and behaviour of the horse 1.2 Confirm and document client needs and requirements and develop education plan for individual horse 1.3 Prepare safe, secure and controlled facilities to conduct <i>each stage</i> of the education program Element 2 Mouth the horse –deleted –elements and PCs renumbered change element 2 to "Educate the horse ..." PC2.3 and 2.5 remove panniers replace with "load" Reorder PCs2.1-2.3 in element 2 PC3.1 remove "using neck reins or lead rope" PC3.3 remove "and introduce to camp routines appropriately for intended purpose" 4.3 Use appropriate techniques to manage behaviour and performance according to current equine learning theory <i>and to ensure wellbeing of the horse</i> 4.4 Assess horse acceptance of education for client's needs and provide feedback PE - added extra points <ul style="list-style-type: none"> <i>completed a risk assessment of each horse to be educated</i>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> increase volume/frequency requirement to three horses change bullet point to "educated one horse to be restrained". <p>KE changes:</p> <ul style="list-style-type: none"> change horse <i>welfare</i> to horse <i>wellbeing</i> add point - <i>indicators of horse health status</i> 2nd level horse characteristics bullets and make tack same as other units last bullet change to "strategies to assess riding ability and experience of green horses/recently started horses. <p>AC – resources – remove and <i>assessed as suitable for handling by the individual.</i></p>	<ul style="list-style-type: none"> <i>prepared suitable facilities and environments for each horse's education program and stage</i> increased volume/frequency requirement to <i>three</i> horses revised wording - <i>educated one horse to be restrained</i> <p>KE changes</p> <ul style="list-style-type: none"> Add point - indicators of horse health status, including body, condition, feet, teeth, injuries and stage of development revised point on assessing ability of others to - strategies to assess ability level of others and <i>their experience in handling recently educated ("green") horses</i> <p>AC – resources – revised wording - variety of horses – appropriately educated in initial handling skills for the purpose of the education activities in the performance evidence.</p> <p>AC - relationships: added assistant handler, if required.</p>
ACMEQU304 Apply horse identification techniques		
Primary Industries Curriculum Maintenance Manager (PICMM)	Element 3 Record incoming and outgoing horses suits enterprises that have incoming and outgoing animals. Are there other situations where horses just have to be checked when being purchased or for competitions where in and out movement may not need to be recorded. Revise to Record horse identity information.	Adopted - modified wording of element 3 - 3. Record horse identity information.
SME validation workshop - Industry & RTOs – NSW, NT, WA	<p>Changes to PCs:</p> <ul style="list-style-type: none"> remove PC 2.4 – not required 3.2 add " <i>and destination</i>" delete element 4 and replace PC3.3 with PC4.2. <p>PE changes:</p> <ul style="list-style-type: none"> remove microchip and brand, change to include permanent and temporary techniques, read and interpret Last bullet "complete horse identification form according to industry standards. <p>KE changes:</p> <ul style="list-style-type: none"> bullet key feature add in "hair whorls" 	<p>Adopted:</p> <ul style="list-style-type: none"> 3.2 Check identification and record movement and destination details of outgoing horses element 4 deleted and PC3.3 replaced with PC4.2. <p>PE – changes adopted:</p> <ul style="list-style-type: none"> accurately identified four different horses using information accessed from a range of sources completed a horse identification form for each of the four horses according to industry and organisational requirements maintained a record of incoming and outgoing movement of horses.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> bullet permanent identification remove "ear tagging" and "retinal imaging" bullet temporary identification remove "barcode tags" and "radio frequency id tags". 	KE changes adopted: <ul style="list-style-type: none"> hair whorls added deletion of: ear tagging, retinal imaging, barcode tags and radio frequency id tags.

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		
SME validation workshop - Industry & RTOs	Agree with changes to strengthen horse welfare and other minor changes to PCs. Add to KE – identify situations requiring specialist advice on equine behaviour. Unit should be indicative AQF 5 – (focused on theoretical knowledge). Needs reviewing - include more horse behaviour in ACMPHR403 and possibly delete ACMPHR401.	Adopted –added a point to KE “identify situations requiring specialist advice on equine behaviour”. Advice to be provided to the ACM IRC for the Skills Forecast to review this unit and other PHR coded units.
ACMPHR403 Evaluate equine training methodologies		
SME validation workshop - Industry & RTOs	Agree with changes to strengthen horse welfare (replace humaneness with horse welfare). Disagree with proposed prerequisite ACMPHR401 Interpret equine behaviour – as it would be preferable to include more equine behaviour within this unit. Retain original title. Note that this unit should be reviewed with other performance horse units including ACMPHR401 with the view to recoding to general equine (EQU) to make the units applicable to a broad cross section of the industry.	Adopted - retained original title. Replaced humaneness with horse welfare. Advice to be provided to the ACM IRC for the Skills Forecast to review this unit and other PHR coded units.

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
ACMHBR301 Transport horses		
SME validation workshop - Industry & RTOs	<p>Removed reference to horse breeding in application section to make unit broader. Support for changing the sector from PHR to EQU.</p> <p>Minor edit to PC1.2 – replace <i>and</i> with <i>and/or</i>.</p> <p>Recommend deleting this unit and use <i>RGRPSH202 Assist with transportation of horses</i> (with that unit receiving minor changes to replace racehorse with horse).</p>	<p>Adopted - removed reference to horse breeding in application section to make unit broader and made minor change to PC1.2.</p> <p>PC1.2 Determine transport requirements including vehicle configuration, and/or engage a suitable carrier".</p> <p>RGRPSH202 can be updated and made broader by taking out references to "race" horses as a 'minor change'. However, RGRPSH202 contains the prerequisite unit <i>RGRPSH201 Handle racehorses in stables and at trackwork</i> which cannot be removed as 'a minor change'. RGRPSH202 as it stands will not be flexible enough for other training packages to use.</p> <p>Recommendation to retain ACMHBR301 with strengthened animal welfare (as per project scope) until RGRPSH202 is a suitable replacement. Coding to EQU to be addressed at a later stage also.</p>

Summary of feedback on skill sets

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
ACMSSXXXX1 Horse education for riding skill set		
SME validation workshop - Industry & RTOs	Remove prerequisites. Is this skill set necessary? Does it impose potential safety issues?	Consultation with SMEs and members of the Animal Care and Management Industry Reference Committee confirmed the concerns raised, the proposed skill sets have been removed and these units will be published as orphan units.
ACMSSXXXX2 Horse education for driving skill set		
SME validation workshop - Industry & RTOs	Remove prerequisites. Is this skill set necessary? Does it impose potential safety issues?	Consultation with SMEs and members of the Animal Care and Management Industry Reference Committee confirmed the concerns raised, the proposed skill sets have been removed and these units will be published as orphan units.

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		
RTO, SA	<p>PC1.1 difficult to demonstrate/assess.</p> <p>PC2.2 This could be very extensive - perhaps reword to <i>ensure access to first aid equipment</i>.</p> <p>PC3.3 <i>Check details of animal's previous health history for possible complications</i> – difficult to determine - essentially asking for a diagnosis from a lay person.</p> <p>PC4.9 and 4.10 - Could this be re-worded - "if required, attend to first aid for human or animal" or something similar.</p> <p>PE – 6 animals in total are sufficient - suggestion is 2 cats (1 conscious), 2 dogs (1 conscious), remaining 2 can be dogs or cats.</p>	<p>Changes to PCs:</p> <ul style="list-style-type: none"> PC 1.1 <i>Identify</i> key statutory, local authority and insurance requirements associated with microchipping cats and dogs PC2.2 <i>Inspect and access</i> first aid equipment for animals and humans PC3.3 – deleted PC4.9 and 4.10 – already include 'if required'. <p>KE changed to “registration processes of animal registries”.</p> <p>PE - Final decision of exact number by IRC: There must be evidence that the individual has:</p> <ul style="list-style-type: none"> implanted a microchip in a minimum of 2 animal replicas implanted a microchip, under supervision of a veterinarian, in 10 live animals of varying ages, breeds and temperaments, including: <ul style="list-style-type: none"> 3 cats – one must be conscious 3 dogs – one must be conscious <p>remaining 4 can be cats and/or dogs, either conscious or unconscious.</p>
Industry, QLD	<p>I am very happy with the addition of practising implanting on replicas, as well as increasing the number of implants. I think in the assessment conditions you should make the remaining 4 implants to be on conscious animals. You are implying here that it can be either, and I don't feel that a minimum of 2 conscious animals is enough. I think it should be a minimum of 8 conscious and 2 unconscious. As due to most state legislation, it will be conscious puppies and kittens receiving implantation, therefore, they should be practicing conscious implants under the supervision of a Vet.</p>	<p>Adopted – increase in the number of implantations of conscious animals.</p> <p>PE - Final decision of exact number by IRC: There must be evidence that the individual has:</p> <ul style="list-style-type: none"> implanted a microchip in a minimum of 2 animal replicas implanted a microchip, under supervision of a veterinarian, in 10 live animals of varying ages, breeds and temperaments, including: <ul style="list-style-type: none"> 3 cats – one must be conscious 3 dogs – one must be conscious <p>remaining 4 can be cats and/or dogs, either conscious or unconscious.</p>

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		<ul style="list-style-type: none"> •
RTO, WA	<p>Does not meet industry needs:</p> <ol style="list-style-type: none"> 1. Please clarify in the Performance Evidence, are the "remaining 4 animals" required to be conscious or not? 2. In the Knowledge Evidence there is a requirement "processes to deal with previously microchipped animals". Can this be made clearer? If it is previously microchipped then we send them home and don't chip the animal. Or is this evidence requirement talking about double chipping? Then the process is to mark on the microchip form being lodged that this is a second chip. 	<p>PE – additional animals can be conscious or unconscious – PE reworded to make clearer.</p> <p>KE – clarification of <i>processes to deal with previously microchipped animals – added:</i></p> <ul style="list-style-type: none"> • <i>previously microchipped animals</i> • <i>second microchip for animals.</i>
RTO, NSW	<p>Suggest to increase conscious animals to 3 dogs, 3 cats. The other 4 could be awake or asleep.</p>	<p>PE - Final decision of exact number by IRC: There must be evidence that the individual has:</p> <ul style="list-style-type: none"> • implanted a microchip in a minimum of 2 animal replicas • implanted a microchip, under supervision of a veterinarian, in 10 live animals of varying ages, breeds and temperaments, including: <ul style="list-style-type: none"> • 3 cats – one must be conscious • 3 dogs – one must be conscious <p>remaining 4 can be cats and/or dogs, either conscious or unconscious.</p> <ul style="list-style-type: none"> •