**AUSTRALIAN EQUINE INDUSTRY SECTORS**

**Business Case for Improvement of Units of Competency and Qualifications**

**Equine Safety in Training**

**September 2016**

Prepared on behalf of the Racing, Meat, Rural and Related Industry Reference Committees (IRCs) and with input from Sport and Recreation IRC for the Australian Industry Skill Committee (AISC)

*This Business Case for the development of new Training Package Product has been produced with the assistance of operational SSO funding provided by The Commonwealth Government through the Department of Education and Training*

**The Business Case for Improvement of Training Package Components**

**PURPOSE**

This Business Case has been prepared on behalf of the Racing, Meat, Rural and Related Industry Reference Committees (IRCs) with input from Sport and Recreation IRC. It puts forward a case for improvement of relevant components of training packages driven by safety, quality and consistency issues in the delivery of equine training, as identified by the Australian Industry Skills Committee (AISC) and informed by aspects of the Australian Skills Quality Authority (ASQA) in its report *Training in equine programs in Australia*.

The report was developed through research and analysis of drivers associated with activities covered in the relevant training packages, investigation of training package solutions, stakeholder consultations, including via the distribution of a discussion paper on the ASQA report and recommendations input from the industry sector and the VET sector.

The Business Case is designed to provide sufficient and robust evidence to the AISC on the required training package development work[[1]](#footnote-1) that should be undertaken as a result.

**EXECUTIVE SUMMARY**

The following Business Case relates directly to the AISC’s request for Skills Impact to consult with relevant Industry Reference Committees (IRCs) and industry to discuss, formulate and agree to the required in training products to improve safety, quality and consistency in the delivery of equine training.

This Business Case also arises as a result of the impact of ASQA’s December 2015 report *Training in equine programs in Australia*. The Report contains a wide range of recommendations including recommendations relating to training package development, training package standards, Registered Training Organisations (RTOs) and AISC priorities. This Business Case incorporates changes made following consideration of the ASQA recommendations that relate to training packages.

Review of equine standards in training packages applies to many industries that utilise horses and that have common risks associated with working with horses (encapsulating horse psychology, behaviour, speed and size). In industry feedback, stakeholders noted that while it may be partially true that scared and badly trained animals are unpredictable, the level of predictability increases as the education of both horse and handler/rider increases. For this reason it is important to ensure that equine related qualifications and units of competency are up to date and encapsulate safe practices.

It is important to note that much horse usage occurs outside the use of specific industries via hobby and sporting type usage and training for horse use in these situations is often outside of the mandate of the Vocational Education and Training sector as this training is not related to vocations. Such horse usage therefore may not fall within the jurisdiction of Worksafe authorities, ASQA or the VET sector. However uses of horses in all circumstances would benefit from utilising the information contained within training packages particularly after this review has taken place.

Despite commonalities in working with horses, safety measures can differ depending on what horses are used for and it needs to be recognised that horses are used for different purposes i.e. mainly racing and stock handling within industry and also for various recreation uses. Some recreation uses fit the description of industry where services are provided to the general public or to the recreational user by industry professionals. Industry feedback supported recognition of different work requirements. This includes quite distinct operating environments such as horses used as part of a core industry, e.g. thoroughbred and harness racing, recreational use or use of horses in an institutionalised training setting.

This Business Case outlines the proposed project methodology, the drivers for change, the industry sectors affected, the gaps in the existing training packages, the impacts of the proposed change and the time frames. It proposes reviews to 153 units of competency and the development of about 3 to 5 units of competency as guided by the IRCs and the Technical Advisory Committees (TACs). All units of competency to be reviewed are listed in Appendix A.

On behalf of the Department of Education and Training (DET), the relevant IRCs utilised the Equine Discussion Paper to consult with industry on all ASQA’s recommendations made in *Training in equine programs in Australia*. While some of ASQA’s recommendations are not within the scope of this Business Case, industry responses to these recommendations are detailed in Appendix B of this paper.

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1. **ADMINISTRATIVE INFORMATION**

|  |  |
| --- | --- |
| **Name of Industry Reference Committee (IRC):** | Racing, Rural and Related and Meat Industry Reference Committees |
| **Name of Skills Service Organisation (SSO):** | Skills Impact |
| **Proposed changes to Training Packages:** | Qualifications and units of competency that relate to equine work activities and therefore training are in the following training packages:   * *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* * *RGR Racing Training Package and RGR08 Racing Training Package* * *ACM Animal Care and Management Training Package* * *AMP Australian Meat Processing Training Package* * *SIS Sport, Fitness and Recreation Training Package*.\* Skills IQ coordinate IRC activity for this training package.   All of the above training packages with the exception of AHC, have not yet completed the transition to the 2012 *Standards for Training Packages*. In the instance of AHC, the 2012 changed units and qualifications have not yet been endorsed as the IRC is not satisfied that all safety components have been encapsulated. (*See Section C2 for more information)*.  Modifications to 180 units of competency (including 19 new units developed in 2015 and not endorsed and 25 units from the SIS training package) and 4 skill sets will be required to incorporate relevant safety, quality and consistency concepts.  *(See Appendix A for the list of Qualifications, Skill Sets and Unis of Competency.)* |
| Additional direction given by the AISC: | The AISC has flagged the review of Equine Qualifications and Units of Competency as a priority. |

1. **METHODOLOGY**

The methodology used to prepare this Business Case was based on IRC led consultation with industry that incorporated consultation on the recommendations of the ASQA Report. The methodology encompassed training package specialist recommendations, research and industry stakeholder views. The work involved three overarching processes as described below. Figure 1 provides an outline of how the information and evidence was generated and how this was analysed.

The consultation process was guided and approved by the Racing Industry Reference Committee.

Gaps in the units of competency pertaining to safety issues, foundation skills and

assessment of safety issues

Impacts & risk analysis

ASQA report

Consultation with industry

Discussion paper, which combined research with industry consultation

Skill needs in the sector

Current use of existing TP

Seeking stakeholder feedback

Seeking evidence of support

Seeking IRC review / feedback / approval

**Methods**

**Methods**

Training package issue register

Contextual interviews

Industry documentation

NCVER datasets

Desktop review

Expertise and general methods

Contextual interviews

Request for feedback via Skills Impact website, newsletter and e-mail

**Methods**

Figure 1: Methodology used to prepare this Business Case[[2]](#footnote-2)

The following stakeholders were consulted by the relevant IRCs on this Business Case. They represent the major Equine stakeholders across Australia.

|  |  |
| --- | --- |
| **Stakeholder list** |  |
| **National** | |
| Australian and New Zealand Policing Advisory Agency (ANZPAA)  Australian Horse Industry Council  Australian Standardbred Breeders' Association (ASBA)  Equestrian Australia  National Jockeys’ Associations  National Racing Authorities  National Trainers’ Associations  National Work Health and Safety Authorities  Pony Club Australia  Equine Veterinarians Australia  Safety in Focus  Thoroughbred Breeders Australia. |  |
| **States** |  |
| State Trainers’ Associations  State Work Health and Safety Authorities  State Principal Racing Authorities (thoroughbred and harness racing), including Darwin Turf Club  State Jockeys’ Associations  Horse Federation of South Australia  State/Territory Training Authorities  Industry Training Advisory Boards (ITABs) |  |
| **Training providers and RTOs** |  |
| TAFE NSW TAFE | NSW |
| Federation TAFE | VIC |
| Great Southern TAFE  Australian Equine Institute  Australian Racing and Equine Academy | WA |
| **Consultation process** |  |

The process entailed consultation aimed at addressing issues with four training packages, all of which have units that deal with the use of horses and hence potentially have people undertaking institutional training in horse use:

* *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*
* *RGR Racing Training Package*
* *ACM Animal Care and Management Training Package*
* *AMP Australian Meat Processing Training Package*

The *SIS Sport, Fitness and Recreation Training Package* also contains a number of qualifications and units of competency related to horse handling and use. Skills Impact has consulted with Skills IQ, the Skills Service Organisation responsible for this training package. Skills IQ has provided a response to the Discussion Paper following consultation with relevant IRCs. It is supportive of the case for change and supports the development of a business case to make changes to the SIS training package horse related units that are, where appropriate, consistent with the changes made as a result of this business case.

The consultation was conducted in IRC meetings and via a discussion paper that was sent to the IRCs in early August 2016. IRCs were asked to distribute the paper as they thought appropriate to relevant stakeholders. Representatives from all States and Territories were consulted as part of the IRC, State/Territory ITAB networks and via the stakeholder list. Stakeholders were given four weeks to comment. Stakeholders were asked if they agree with:

* ASQA’s recommendations
* Skills Impact’s proposed changes based on feedback from IRCs, and in response to ASQA’s recommendations. and
* the methodology for review.

Responses showed that stakeholders agreed with Skills Impact methodology and the relevant ASQA recommendations. Stakeholder comments have been included in this Business Case.

1. **INDUSTRY IMPERATIVE**

The following sections provide information that supports the need for an equine project focused on updating training package components in line with safety, quality and consistency issues that impact upon training delivery.

With regard to equine training, despite the obvious commonalities in handling horses, safety issues differ depending on the purpose that horses are used for, i.e. racing, using horses for stock handling, using horses for recreational purposes etc. Furthermore, some environments that horses are used in are covered by WorkCover and others are not. These differences need to be reflected in the training package components.

* 1. **Drivers for change**

**Equine training delivery safety**

Safety is of paramount importance in any industry and this also applies to the various industries that rely upon horses. This imperative is the main driver for changes to training package components as proposed by this business case. The Racing IRC, speaking on behalf of the racing industry who have the highest exposure to training package components in an industry sense will not support the endorsement of the relevant training packages if they are not satisfied that their components cover all aspects of equine safety. This concern flows to other industries that use horses as covered by other IRCs, however their exposure to horse safety on an industry wide basis is a lot less.

Further evidence that is a driver for change is the detailed ASQA Report *Training in equine programs in Australia*. ASQA has requested that training product development work prioritises work proposed for these recommendations. Industry has been consulted about ASQA’s recommendations and they mostly agree with the recommendations that relate to equine training package component review (ASQA Recommendations 4, 5, 6, 8, 9, and 10). Stakeholders noted however, that given that equine training is a thin market, assessment requirements should not become too prescriptive. Overly prescriptive assessment requirements were seen to be detrimental to the industry because it would become expensive and difficult, if not impossible to find assessors.

**ASQA Recommendations that relate to equine training package component review**

**Recommendation 4** It is recommended that, in their review of all equine qualifications and units of competency, training package developers collaborate with industry to consider any additional templates from the *Procedures for the Delivery of Horse Industry Training* that should be specified in the *range of conditions* or *assessment conditions* fields of the units as mandatory for use by RTOs in their training and assessment strategies.

Stakeholders agreed with this recommendation but warned against complex templates i.e. *‘if templates are complex and difficult to complete only lip service will be given to them’*.

**Recommendation 5** It is recommended that training package developers in their review of equine qualifications and development of a new entry level Certificate II in Horse Care:

* ensure that regardless of the vocational stream, each unit has a strong and consistent focus on safety in riding and handling and in understanding of horse behaviour
* specify the level of rider proficiency required for participation in training for horse riding units, and
* ensure that for all learners identified as novice or inexperienced in horse riding or handling, the core units of the new Certificate II must be completed as part of any qualification/accredited course relating to horses and that in addition, such novice or inexperienced learners who wish to achieve a horse riding outcome, must complete the following two units:
* Perform horse riding skills at walk or trot, and
* Perform horse riding skills at walk, trot and canter.

Stakeholders agreed with this recommendation*.*

**Recommendation 6**

It is recommended that:

* jurisdictions that have not implemented the Safe Work Australia *Guide to Managing Risks When New and Inexperienced Persons Interact with Horses* (the SWA Guide developed in 2014) should give consideration to its implementation in their jurisdictions and promote it as a resource for this industry
* the training package developers in their review of equine qualifications consider the contents of the Guide to Managing Risks When New and Inexperienced Persons Interact with Horses in collaboration with industry, to determine whether any aspects of the hazard and risk assessment and control measures should be embedded into the equine units of competency and qualifications, and
* the training package developers, in collaboration with state and territory work health and safety regulators and ASQA, consider measures to improve safety in equine training programs.

Stakeholders agreed with this recommendation.

Some stakeholders noted that the SWA guide has already been taken into account in the development of equine units. It was also pointed out that SafeWork NSW is currently developing a code to manage risks when new and inexperienced persons interact with horses. This should also be considered as part of this review when the code is available for use or evaluation.

**Recommendation 8** It is recommended that training package developers in their review of equine qualifications:

* provide clearer and more specific requirements for performance evidence, knowledge evidence and assessment conditions for each unit of competency
* specify, where required, the direct observation of competency by a qualified assessor
* consider whether specifications of mandatory templates for valid skills observation documents and assessment tools should be included in the performance evidence and assessment conditions of units of competency, and
* specify in assessor requirements that assessors must have qualifications in instruction or coaching of horse riding/handling, noting that there is currently a range of such qualifications in use and that these should be reviewed to consider their suitability.

Stakeholders agreed with this recommendation.

One stakeholder noted that there may be a case for developing capstone assessment tools for specific high risk units e.g. riding units as a way of supporting quality assessment. There needs to be recognition that different cohorts using different delivery strategies will require different assessment tools to gather evidence to make judgements on competency.

Stakeholders noted that prerequisite units should only be introduced if they do not create barriers to entry level training.

With regard to assessor requirements for trainers, some stakeholders noted that these Skill Sets are already available in the *SIS Sport, Fitness and Recreation Training Package* (*SISSS0006 Horse riding instructor* and *SISSS00062 Horse riding instructor- senior*). One stakeholder thought that there are already appropriate beginner level units in Horse Care but that there may be a case for higher level units at AQF 3 and 4 level.

Industry feedback supported recognition of different work requirements, i.e. separating those who supervise horse handling from those who teach riding or driving. For example, one stakeholder noted that teaching horse grooming would not require a riding qualification.

**Recommendation 9**

It is recommended that the training package developer in its current review of the *TAE40110 Certificate IV in Training and Assessment* to determine whether *TAEASS502B Design and develop assessment tools*, should be included as a core unit.

Some stakeholders agreed with this recommendation.

Other stakeholders distinguished between the assessment designers and the assessors, expressing the view that TAE qualifications are required for people writing assessment tools but not necessarily for the assessors. While stakeholders supported the need for third party assessment, some stakeholders also distinguished between trainers and assessors, expressing the view that assessors do not need training qualifications and do not need to be able to write assessment tools in order to use them properly.

**Recommendation 10** It is recommended that training package developers in their review of equine qualifications:

* scan all current VET equine accredited courses to determine whether the training packages can meet the needs currently included in those courses and if so, to include those competencies in the training packages, and
* include key bodies from the non-VET equine sectors in the review process to ensure their experiences in safety and risk management inform the development of the revised qualifications.

Stakeholders agreed with this recommendation but noted that broader projects should be a separate piece of work after the endorsement of the horse care qualifications, otherwise the process has the potential to be lengthy and again continue the void in equine training at introductory level.

*See Appendix B for industry views on all the ASQA recommendations.*

**Unit of Competency Research**

The research that has determined the need for change has included:

* checking every unit of competency that entails contact with horses. This includes Sports and Recreation units of competency to be carried out by Skills IQ, following appropriate Business Case development.
* evaluating and investigating key units that relate to equine performance, breeding, health and farriery services:
* ACMHBR201: Check and treat horses
* ACMHBR203: Provide daily care for horses
* ACMHBR301: Assist with mating and foaling
* ACMHBR302: Carry out basic hoof care procedures
* ACMHBR303: Carry out mare mating procedures
* ACMHBR306: Provide information on horses
* ACMHBR307: Handle young horses
* ACMHBR308: Maintain horses in a healthy state
* ACMHBR309: Follow stud operational procedures
* ACMHBR310: Prevent and treat equine injury
* ACMHBR311: Raise young horses
* ACMEQU402: Determine nutritional needs in provision of horse health care
* ACMEQU403: Relate musculoskeletal structure to horse movement
* ACMEQD401: Work within an equine dental service provision framework
* ACMEQD402: Determine equine oral function efficiency
* ACMEQD403: Identify potential health impacts of equine oral conditions
* RGRPSH304: Identify factors that affect racehorse performance
* RGRCMN402: Participate in media interviews for racing
* RGRSTD408: Analyse race performance
* RGRPSH409: Determine nutritional requirements for racing horses
* RGRPSH504: Develop systems and records for horse racing business training operations
* RGRTRK402: Relate animal welfare to track and environmental conditions
* RGRTRK303: Provide emergency animal assistance
* RGRPSH504: Develop systems and records for horse racing business training operations
* RGRPSH422: Promote and maintain business arrangements with racehorse owners
* RGRTRK402: Relate animal welfare to track and environmental conditions
* RGRTRK303: Provide emergency animal assistance
* ASMEQU101: Approach and catch horses
* ACMEQU201: Work safely in the horse industry
* ACMEQU202: Handle horses
* ACMEQU203: Provide basic care of horses
* ACMEQU204: Perform daily tasks in the horse industry
* ACMEQU205: Develop horse riding skills at walk and trot
* ACMEQU206: Perform basic horse riding skills at walk, trot and canter
* ACMEQU207: Develop riding skills for flatwork exercise of horses
* ACMEQU209: Provide non-riding exercise to horses
* ACMEQU210: Lunge education horses
* ACMEQU211: Prepare horses for competition, presentation or sale
* ACMFAR301: Handle horses safely during farriery services
* ACMFAR302: Work effectively as a farrier
* ACMEQU301: Introduce horses to lunge
  1. **The situation**
     1. **Industry sector affected**

In the previous reviews of equine related qualifications and units of competency in 2015, safety, quality and consistency have been improved in the following manner:

* As part of the review of the *ACM Animal Care and Management Training Package*, a Certificate I and Certificate II in Horse Care were developed. Consultation included stakeholders involved in the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* and *RGR Racing Training Package*.
* Units within the above mentioned qualifications included a focus on safety including statements such as: *"To undertake this unit the candidate will be able to apply safe horse handling skills and work health and safety (WHS) standards” and "...covers understanding and identifying potential risks when working with and around horses and the application of industry guidelines and procedures to ensure the welfare and safety of the individual and the horse."*
* The level of rider proficiency required for participation in horse riding units has been described using statements similar to the following: *"This unit applies to individuals working in horse industry sectors. They may have no experience, limited experience or no recent experience working in the horse industry, and undertake defined routine activities under supervision with limited responsibility for their own work."*
* The new unit of competency template that was used in the review stipulates that unit of competency Assessment Requirements including Performance Evidence and Knowledge Evidence are definitive and clear. Clearer and more specific Assessment Requirements including requirements of assessors, has been included in units. An example is Appendix A: Assessment Requirements for *ACMEQU205 Develop horse riding skills at walk and trot*. Further review of units will take place to ensure that safety provisions during assessment are fully incorporated. Please note units of competency describe assessment requirements and not training requirements, however it is hoped that clearly describing assessment requirements can be used as pointers towards safety in training activities.

While the above mentioned has improved the units of competency, safety aspects have not been addressed consistently; Assessment Conditions need improvement; Performance and Knowledge Evidence needs to be checked against Performance Criteria; and Foundation Skill tables need to be inserted.

Building upon work undertaken on safety requirements in 2015, it is proposed that a number of changes be made to existing training package components. Feedback from industry stakeholders was that further delay would creat a void in basic equine training which would leave industry participants at risk because training would be delivered against old units with shortcomings in safety. The changes proposed are as follows:

* + update assessment requirements to include templates from the *Procedures for the Delivery of Horse Industry Training* (pre-activity risk assessment, horse suitability audits and participant self-assessment checklists)
  + review each unit to ensure there is a strong and consistent focus on safety in riding and handling
  + review and modify core units in *ACM20215 Certificate II Horse Care*
  + embed relevant content from the SafeWork Australia Guide into equine units of competency and qualifications
  + review units of competency to provide clearer and more specific requirements for Performance Evidence, Knowledge Evidence and Assessment Conditions for each unit of competency
  + specify tighter Assessment Conditions requirements for assessors.

As explained in the Executive Summary, the above mentioned changes to training package components will potentially improve safety of horse operations in industry but do not directly address the safety issues associated with the delivery of training against those units.

Some units of competency are common to multiple equine related qualifications; for example, *RGRPSH201A Handle horses* is common to six qualifications. To support consistency of safe training across equine related qualifications and support transferability of skills, consideration could be given to minimising duplications that currently exist in equine units of competency. This will also minimise the number of versions and changes required to the various training packages. Given that industry stakeholders support this endeavour, some units will need minor modifications to give them broader applications, with others being deleted due to duplication.

**Skill needs**

Changes to the training packages is required to support the development of:

* Improved skills in applying safe equine work practices, including:
  + safety in riding and handling
  + understanding horse behaviour
  + specification of the level of rider proficiency required for participation in each unit of competency.

When working with horses, it is recognised that for safety reasons before embarking on a qualification, pre-requisite training may be required. Where appropriate, skill sets could be used as mandated pre-requisite training. Skills IQ supported the use of pre-requisites for units of competency, however raised concerns regarding the use of Skill Sets as pre-requisites and sought that units are the only components that should be identified as pre-requisites.

Skill Sets could be introduced to address specific safety needs such as:

* *Beginners horse handling safety*
* *Incorporating safety when training and assessing beginners in horse handling.* Industry stakeholders noted that TAFE NSW resources (*Procedures for the Delivery of Equine Training)* could be used inform the development of new Skill sets and/or new units of competency).

Some Skill Sets from other training packages such as SIS Training Package - SISSS00061 – Horse riding instructor, SISSS00062 Horse riding instructor – Senior will need to be scrutinised to check their suitability.

**New Units**

The development of the following new units has been proposed by industry stakeholders:

* A unit for trainers focused on understanding horse behaviour and a similar one for trainees could also be developed to ensure that trainers are skilled in understanding and managing horse behaviour and specifically ensuring that a trainees’ risk is minimised through correct selection of a horse.
* A unit on falling off horses safely to minimise the risk of injury. This unit would emphasize safe riding practices but address injury minimisation through rational action if a fall is inevitable. This is however a complex issue to train and assess, requiring specialised equipment and approaches and hence would only be viable as an optional unit if considered appropriate by industry.

The TACs will determine if further new units are required when the project commences.

**Implementation Guide**

Additional information, providing guidance to performance and knowledge evidence will be included in the Implementation Guides. It is proposed that in addition to this a specific companion volume, focussing on safe methods of training and delivery should be developed. This companion volume would assist RTOs by providing guidance on safe methods of training.

**National Assessment Material**

With regard to the development of national assessment material, industry consultation has shown that stakeholders are divided on whether it is required. While some stakeholders noted that national assessment material would improve the consistency of assessment processes throughout Australia and that common assessment tools will assist in identifying where targeted action in training and assessment is required to improve safety; others feel that national assessment material would be unnecessarily prescriptive because different delivery strategies require different assessment tools.

Further consideration needs to be given to the development of guidance material in training package companion volumes, which can be of assistance to RTOs in their formulation of training approaches. One stakeholder proposed developing capstone assessment tools for specific high risk units of competency such as units on horse riding.

* + 1. **Gaps in existing Training Package**

Gaps include:

* + assessment requirement gaps – the review would be informed by templates from the *Procedures for the Delivery of Horse Industry Training* (pre-activity risk assessment, horse suitability audits and participant self-assessment checklists)
  + lack of a strong and consistent focus on safety in riding and handling and in understanding horse behaviour – every relevant unit of competency will be reviewed
  + incomplete focus on safety in the core units in *ACM20215 Certificate II Horse Care*
  + inconsistent and non-specific performance evidence, knowledge evidence and assessment conditions for each unit of competency
  + foundation skill tables
  + assessment conditions gaps such as poorly specified assessor requirements.

The following are examples of gaps in units of competency against the best practice applied by some businesses in the sector.

Table 1: Examples of gaps in existing units of competency

|  |  |  |
| --- | --- | --- |
| **Unit of competency** | **Gaps** | **Best Practice** |
| *ACMHBR201 Check and treat horses* | The current unit does not address safe performance, the Assessment Conditions are not specified and Foundation skills are not addressed. | Safety measures when checking and treating horses must be addressed.  Specifications on how assessment is to be conducted must be addressed, i.e.  *“Assessment must be conducted using live horses in a simulated environment. Assessment must be conducted using a quiet horse, trained to ensure safe, tractable and manageable behaviour even when handled by inexperienced individuals (noting that any horse may be unpredictable in certain circumstances). Candidates must demonstrate basic horse treatment skills with and without other horses and riders as part of the activity.”*  *“‘Assessors must satisfy current standards for RTOs.*  *Assessors must have current, relevant experience completing horse care procedures, fitting gear and tacking-up horses for exercise under saddle as well as riding to perform school figures and coaching beginner riders to develop the learners’ skills in establishing rider balance and coordination of natural aids to control horses’ gait, speed and direction*. ‘  The Foundation Skills table should be used to list foundation skills that are not explicit in the Performance Criteria.  Performance and Knowledge Evidence needs to be checked against Performance Criteria. |
| *ACMHBR301 Assist with mating and foaling* | The current unit does not address safe performance or knowledge of safety, the Assessment Conditions are not specified and Foundation Skills are not addressed. | Safety measures when assisting with mating and foaling must be addressed.  Specifications on how assessment is to be conducted must be addressed, i.e.  *“Assessment must be conducted using live mares in a simulated environment. Assessment must be conducted in a controlled environment, with trainer/assessor to ensure safe, tractable and manageable behaviour even when handled by inexperienced individuals (noting that any horse may be unpredictable in certain circumstances). Candidates must demonstrate basic horse treatment skills with and without other horses and riders as part of the activity.”*  *“‘Assessors must satisfy current standards for RTOs.*  *Assessors must have current, relevant experience completing horse care procedures, fitting gear and tacking-up horses for exercise under saddle as well as riding to perform school figures and coaching beginner riders to develop the learners’ skills in establishing rider balance and coordination of natural aids to control horses’ gait, speed and direction*. ‘  The Foundation Skills table should be used to list foundation skills that are not explicit in the Performance Criteria.  Performance and Knowledge Evidence needs to be checked against Performance Criteria |

An investigation showed that some units of competency are common to multiple equine related qualifications; for example, *RGRPSH201A Handle horses* is common to six qualifications. To support consistency of safe training across equine related qualifications and support transferability of skills, consideration will be given to minimising duplications that currently exist in equine units of competency. This will also minimise the number of versions and changes required to the various training packages. Stakeholders supported reviewing the units with the approach of increasing the breadth of applicability of some units and deleting others due to duplication.

* + 1. **Current use of relevant Training Package components**

Equine training is a thin market in key Australian industry sectors. Based on NCVER database, training participation in equine training is as follows:

* In 2014 there were 1,700 enrolments in the racing qualifications (total VET activity), and 13,250 enrolments in racing units of competency.
* In 2015 there were 2,157 enrolments in the racing qualifications (total VET activity), and 14,349 enrolments in racing units of competency.

|  |  |  |
| --- | --- | --- |
| **Qualification samples** | **2014 enrolments** | **2015 enrolments** |
| Certificate II in Racing Stablehand | 338 | 251 |
| Certificate II in Racing Services (Racing Administration) | - | - |
| Certificate III in Racing (Advanced Stablehand) | 547 | 477 |
| Certificate III in Racing (Harness Driver) | - | - |
| Certificate III in Racing (Trackrider) | 210 | 149 |
| Certificate III in Racing Services (Cadet Steward) | 11 | 25 |
| Certificate III in Racing Services (Racing Administration) | 4 | - |
| Certificate IV in Racing (Harness Driver) | 22 | 49 |
| Certificate IV in Racing (Jockey) | 210 | 180 |
| Certificate IV in Racing (Racehorse Trainer) | 223 | 216 |
| Certificate IV in Racing Services (Steward) | 5 | 5 |
| Diploma or Racing (Racehorse trainer) | 13 | 11 |
| **Unit of Competency samples** | **2014 enrolments** | **2015 enrolments** |
| RGRPSH201A Handle horses | 939 | 871 |
| RGRPSH205A Perform basic riding tasks | 331 | 278 |
| RGRPSH207A Perform stable duties | 526 | 610 |
| RGRPSH208A Attend horses at trackwork | 567 | 405 |
| RGRPSH408A Manage horse health and welfare | 194 | 171 |
| RGRPSH420A Participate in implementing racehorse exercise programs | 232 | 134 |

It should be noted that most enrolments occur in NSW and Victoria.

1. **TRAINING PACKAGE SOLUTION**

Qualifications and units of competency that relate to equine work activities training are in the following training packages:

* *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*
* *RGR Racing Training Package* and *RGR08 Racing Training Package*
* *ACM Animal Care and Management Training Package*
* *AMP Australian Meat Processing Training Package*
* *SIS Sport, Fitness and Recreation Training Package*. Skills IQ coordinate IRC activity for this training package.

The processes to be used in the review will entail forming multiple Technical Advisory Committees (TACs) with representatives from the relevant IRCs:

The TACs will then oversee the relevant bundle of units including:

* Equine breeding
* Equine racing
* Stockyard
* Recreational pursuits.

This will ensure that industry subject experts are consulted. Some stakeholders noted that there is a need to ensure that consultation is conducted with industry that employs. Being guided by TACs will ensure all aspects of industry intelligence is captured.

Support for undertaking the proposed work will be supported by the following organisations:

* Australian and New Zealand Policing Advisory Agency (ANZPAA)
* Australian Horse Industry Council
* Australian Standardbred Breeders' Association (ASBA)
* Equestrian Australia
* Horse South Australia
* National and State Jockeys’ Associations
* National and State Principal Racing Authorities (thoroughbred and harness racing)  
  including Darwin Turf Club
* National and State Trainers’ Associations
* National and State Work Health and Safety Authorities
* Pony Club Australia
* RTOs including Australian Equine Institute, Australian Racing, Equine Academy, Equitation Science International and TAFE New South Wales
* Safety in Focus
* State/Territory Training Authorities
* Industry Training Advisory Boards (ITABs)
* Thoroughbred Breeders Australia
* Riding for the Disabled Association of Australia
* Australian Horse Riding Centres
* Australian Trail Horse Riders Association & Trail Riding Australia
* Australian Stock Horse Society
* National groups for bloodstock agents and transporters of horses
* National Farmers Federation (stock horses)
* Safety Institute of Australia
* SA and NSW State Emergency Services who conduct Large Animal Rescue Training (who do basic horse handling)
* Local Government Association of Australia (public agistment, licence operations etc.)

1. **ESTIMATED IMPACTS OF PROPOSED CHANGE**
   1. **Expected benefits for the industry sector**

Consultations with stakeholders indicated the following benefits as the result of the proposed changes to the training package components:

* **Significant improvement in existing skills and operations:** the proposed changes are expected to help improve safety in existing riding and handling, understanding horse behaviour and rider proficiency skills. Equine related participation in training is projected to grow across every state and territory.
* **Reduction of accidents:** the proposed changes are expected to result in greater awareness and application of safe equine work practices. Consultation with industry representatives has confirmed the need for change.
* **Increased productivity:** equine activity such as horseracing depends on attendances to remain viable as ticket sales are a crucial source of revenue. Improvements to horse handling and tracks typically drive attendances at horse races, particularly during popular events such as the Melbourne Spring Racing Carnival.
  1. **Potential impacts on training providers**

The potential impact will be the need for trainers and assessors who work in equine related industries to focus more extensively on safe handling of horses.

Almost half of the RTOs audited by ASQA had some or all of their trainers and assessors holding level 1 or 2 National Coaching Accreditation such as that offered through Equestrian Australia.[[3]](#footnote-3)

Some RTOs have trainers and assessors who are either undertaking or possess:

* Horse Safety Australia accreditation as instructors
* senior instructor or instructor skill sets from the *SIS10 Sport, Fitness and Recreation Training Package*, or
* a statement of attainment for *SISOEQO414A Instruct horse riding and handling skills*.

ASQA determined that in view of the high levels of risk in equine training, trainers and assessors in equine programs should be required to possess qualifications in coaching or instruction of others in horse riding and handling skills. Further industry consultation will be required to determine if this will be mandated in the Assessment Conditions of the relevant units of competency.

* 1. **Potential risks of not proceeding with the project**

The following risks and mitigation strategies have been identified as the result of not proceeding with the proposed training package project. In addition, this project has high industry support and expectations. Stakeholders have indicated that delay in the commencement of this project will mean that there is a void in basic equine training which leaves industry participants at risk of no training being available or training against old units where shortcomings in safety and risk assessment have been identified. Not proceeding and delivering this work to the level of expectations will impact on the VET sector credibility.

|  |  |
| --- | --- |
| Risk | Level of Risk |
| Equine training is not performed as safely as it could be. | High |
| Horse related operations are not documented to demonstrate the full extent of available safety measures. | High |
| Negative effects on the VET sector as a result of not taking heed of recommendations from industry and ASQA. | High |

* 1. **Potential risks of proceeding with the project**

The following risks and mitigation strategies have been identified as the result of the proposed changes to the training package components:

|  |  |  |
| --- | --- | --- |
| **Risk** | **Level of risk** | **Mitigation strategy** |
| Some training providers lack sufficient skills to impart best practice principles. | Medium | The sector supports processes and ensures that partnership arrangements are developed amongst the VET providers and businesses for third party delivery of training. |
| Some training providers lack skills and knowledge in the finer elements of safe equine training practices and may become non-compliant as a result of these changes. | Medium | As above |
| Some businesses don’t support the development of proposed training package components. | Low | The sector supports promotion of improved training package components and the benefits resulting from taking-up training |
| Take-up of training is lower than expected. | Low | The sector is responsible for providing reasons for its level of participation in training and look for solutions |

1. **OUTSTANDING ISSUES**

The development of national assessment material would improve the consistency of assessment processes throughout Australia. Safety in equine assessment would be conducted more consistently and thoroughly if RTOs who had equine training and assessment on their scope were using the same assessment materials. Furthermore, common assessment tools will assist identifying where targeted action in training and assessment is required to improve safety.

Some stakeholders note that capstone assessment tools could be developed for specific high risk units, such as units that entail riding. This would support quality assessment. Stakeholders also note that there needs to be recognition that different cohorts using different delivery strategies will require different assessment tools to gather evidence to make judgements on competency.

Some states and territories have their own equine accredited courses. Some training issues outlined in this paper will require the introduction of new units of competency but there may also be suitable units of competency in current state/territory accredited courses that may be suitable for use nationally.

It is proposed that relevant units should be analysed to determine suitability for inclusion in nationally endorsed training packages (*See Appendix C for the list of accredited units to be considered for mapping against training package qualifications).* Inclusion of state/territory units in training packages will potentially assist with increasing the level of consistency across qualifications, particularly in the areas of safety and pre-requisites. Accredited courses proposed for mapping to national training packages include:

* + - 22038VIC Diploma of Horse Breeding (Stud Management)
    - 22246VIC Certificate II in Equine Studies
    - 22290VIC Diploma of Equine Podiotherapy
    - 10135NAT Certificate III in Horsemanship (Riding, Handling and Behaviour)

*Note: If existing accredited units are considered to be suitable, modifications will be required to ensure that they meet the current Standards for training packages.*

**EXPECTED TIMEFRAMES AND PROCESS FOR TRAINING PRODUCT DEVELOPMENT WORK**

|  |  |
| --- | --- |
| **Process** | **Timeframe** |
| IRC and industry support | Sep/Oct 2016 |
| Business case submission | October 2016 |
| Consideration by AISC, issuing of activity order and funding by the DET | Novermber 2016 |
| Formation of TAC | November 2016 |
| Development of draft components | December – April 2017 |
| Technical expert review of drafts and feedback | December – April 2017 |
| Final drafts of components | May 2017 |
| IRC sign off | June 2017 |
| Case for Endorsement and submission to AISC | June 2017 |

1. **TRAINING PRODUCT REVIEW STATUS**

As discussed, in the previous reviews of equine related qualifications and units of competency in 2015, safety, quality and consistency have been improved as part of the review of the *ACM Animal Care and Management Training Package* but safety aspects have not been consistently addressed; assessment conditions need improvement; Performance and Knowledge Evidence needs to be checked against Performance Criteria; and Foundation Skill tables need to be inserted.

1. **IRC SIGN-OFF**

This business case was agreed to by



Geoff Bloom, Chair Racing IRC and Reg Kidd, Chair of the Rural and Related IRC

# **Appendix A: Units of Competency to be reviewed**

All units of competency in the *RGR Racing*, *AHC Agriculture, Horticulture, and Conservation and Land Management* and *ACM Animal Care and Management* Training Packages that were reviewed (but not endorsed) in 2015 will need to be further reviewed to ensure that they meet *Equine Safety Standards* and to correct non-compliance with the *Standards for Training Packages*.

Please note the units listed in ASQA’s report are in bold.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Revised Training Package Code and Name | Revised Qualification Code and name | Revised Unit of Competency Code and Name | Revised Skill Set Code and Name | Review Status | Change Required |
| ACM Animal Care and Management Training Package |  | **ACMEQD401 Work within an equine dental service provision framework** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMEQD402 Determine equine oral functional efficiency** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMEQD403 Identify potential health impacts of equine oral conditions** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMEQD404 Conduct equine oral inspection and assessment and plan equine dental treatment** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMEQD405 Perform routine dental correction and oral care using manual instruments** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU101 Approach and catch horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU201 Work safely in the horse industry |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU202 Handle horses *(the 2015 review recommended that this unit should replace* ***RGRPSH201 Handle horses*** *and ACMEQ202A Handle young horses and that it also covers the content of RGRPSH202 which was proposed for deletion (the unit code on Agrifood’s Validation Report for this unit is incorrect – RGRPSH210)* |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU203 Provide basic care for horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU204 Perform daily tasks in the horse industry |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU204 Perform daily tasks in the horse industry |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU206 Perform basic horse riding skills at walk, trot and canter *(The 2015 review recommended that this unit should replace RGRPSH205 Perform basic riding tasks)* |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU207 Develop riding skills for flatwork exercise of horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU208 Manage personal health and fitness |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU209 Provide non-riding exercise for horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU210 Lunge educated horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU211 Prepare a horse for competition, presentation or sale |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU301 Introduce horses to lunge exercise |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMEQU401 Relate equine anatomical and physiological features to equine health care requirements** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMEQU402 Determine nutritional needs in provision of horse health care** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMEQU403 Relate musculoskeletal structure to horse movement** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMEQU404 Evaluate fit of saddlery and equipment** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMEQU405 Maintain and monitor horse health and welfare |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR301 Handle horses safely in the provision of farriery services** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR302 Work effectively as a farrier in the equine industries** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR303 Perform routine day-to-day farriery activities** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR304 Respond to emergencies and apply essential first aid in the equine industries** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMFAR305 Perform welding tasks using a forge |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR306 Maintain, repair and manufacture hand tools used in farriery** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR307 Make standard shoes for a range of horses** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR308 Determine foot care and shoeing plans for horses** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR309 Fit shoes for normal healthy horses** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR310 Fit shoes to alleviate moderate faults and defects in horses** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR311 Fit shoes to alleviate severe faults and defects in horses** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMFAR312 Accommodate special needs of particular horses through farriery techniques** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR201 Check and treat horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR202 Assist with oestrus detection in mares |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR203 Provide daily care for horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR301 Assist with mating and foaling |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMHBR302 Carry out basic hoof care procedures** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR303 Carry out mare mating procedures |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR304 Assist with artificial insemination of mares |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR305 Assess suitability of horses for specific uses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR306 Provide information on horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR307 Handle young horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR308 Maintain horses in a healthy state |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR309 Follow stud operational procedures |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR310 Prevent and treat equine injury and disease |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR311 Raise young horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR312 Carryout procedures for foaling down mares |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR313 Transport horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR314 Care for pregnant mares |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR401 Carry out stud stable management duties |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR402 Determine nutritional requirements for horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR403 Handle and care for stallions |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR404 Supervise raising young horses |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR405 Supervise natural horse mating program |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR406 Prepare yearlings for sale |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR407 Educate stallions |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR408 Manage foaling and post foaling problems |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR501 Manage horse nutrition |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR502 Manage reproductive outcomes of stallions and mares |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR503 Develop and implement a marketing plan for stud stock |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMHBR504 Manage horse pastures |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | ACMINF301A Comply with infection control policies and procedures in animal work |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMVET414 Nurse foals** |  |  | 3.5 |
| ACM Animal Care and Management Training Package |  | **ACMVET415A Provide intensive foal care and nursing** |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and land Management |  | AHCLS218 Ride educated horses to carry out basic stock work |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and land Management |  | AHCLSK330A Implement procedures for foaling down mares |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and land Management |  | AHCLSK336 Educate, care for, and ride horses for stock work |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and land Management |  | AHCLSK417 Manage horses for stock work |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and land Management |  | AHCLSK503 Develop and implement a breeding strategy |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR201 Lunge performance horses for exercise (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR202 Ride performance horses for exercise in an arena (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR301 Care for performance horses (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR302 Maintain the health and welfare of performance horses (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR303 Participate in horse events/activities (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR304 Ride and lead performance horses (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR401 Interpret equine behaviour (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR402 Manage horses to meet performance horse sport (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR403 Evaluate equine training methodologies (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR404 Manage international opportunities for performance horses (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR405 Implement and monitor equine health and welfare strategies (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR406 Manage the presentation of young horses (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR407 Implement an equine facility maintenance improvement and management program (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR408 Educate and train performance horses (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR502 Manage horse health using selected therapies(*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR503 Evaluate horse conformation (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR504 Manage equine nutrition (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR505 Manage fitness in performance horses (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| AHC Agriculture, Horticulture and Conservation, and Land Management |  | AHCPHR506 Manage performance horse breeding operations (*developed in 2015 but not endorsed)* |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH101A Catch and handle quiet horses under supervision** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH102A Perform basic stable duties** |  |  | 3.5 |
| RGR Racing Training Package |  | RGRPSH202A Assist with transportation of horses |  |  | 3.5 |
| RGR Racing Training Package |  | RGRPSH203 Perform basic driving tasks |  |  | 3.5 |
| RGR Racing Training Package |  | RGRPSH204 Prepare to drive jog work |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH206A Develop riding skills for flatwork** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH207A Perform stable duties** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH208 Attend horses at trackwork** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH209 Attend horses at meetings and trials** |  |  | 3.5 |
| RGR Racing Training Package |  | RGRPSH211Work effectively in the horse racing industry *New Unit* |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH301 Implement stable operations** |  |  | 3.5 |
| RGR Racing Training Package |  | RGRPSH302 Supervise handling of horses |  |  | 3.5 |
| RGR Racing Training Package |  | RGRPSH303 Supervise transportation of horses |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH304 Identify factors that affect racehorse performance** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH305 Develop driving skills for trackwork** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH307 Exercise horses in pacework** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH308 Provide first aid and emergency care for horses** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH309 Implement feeding programs for racehorses under direction** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH310 Prepare for self-management in racing** |  |  | 3.5 |
| RGR Racing Training Package |  | RGRPSH401 Provide care and treatment for horses *Previously* ***RGRPSH401A Relate anatomical and physiological features to the care and treatment of horses*** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH402 Drive horses in pacework and fast work** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH403 Educate harness horses for racing** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH404 Ride horses at trackwork** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH405 Ride horses in jump outs** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH406 Develop riding skills for jumping racing** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH407 Educate thoroughbred horses for racing** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH408 Manage horse health and welfare** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH409 Determine nutritional requirements for racing horses** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH410 Prepare for race driving** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH411 Prepare to drive horses in trials** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH412 Prepare to drive horses in races** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH413 Prepare for race riding** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH414 Ride horses in trials** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH415 Ride horses in races** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH416 Perform trial and race jumping riding skills** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH418 Set goals to improve racing performance** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH420 Participate in implementing racehorse exercise programs** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH421 Operate horse racing training business** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH422 Promote and maintain business arrangements with racehorse owners** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH423 Train horses for jumping racing** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH501 Plan and adapt training conditioning programs for racehorses** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH502 Plan and implement education of horses for racing** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH503 Trial and race horses** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH504 Develop systems and records for horse racing business training operations** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRPSH505 Select horses for racing** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRROP201A Perform duties of barrier attendant at thoroughbred race meetings and trials** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRROP302A Brand standard bred horses** |  |  | 3.5 |
| RGR Racing Training Package |  | **RGRROP305A Perform duties of clerk of scales for horses at thoroughbred race meetings** |  |  | 3.5 |
| RGR Racing Training Package |  | RGRROP204A Assist with harness race starts |  |  | 3.5 |
| RGR Racing Training Package |  | RGRROP317A Attend racing events and comply with protocols and safety procedures |  |  | 3.5 |
| RGR Racing Training Package |  | RGRROP403A Perform duties of farrier at race meetings |  |  | 3.5 |
| RGR Racing Training Package |  | RGRROP404A Perform duties of veterinarian at race meetings or trials |  |  | 3.5 |
| RGR Racing Training Package |  | RGRROP405A Conduct veterinarian supervision of sample collection procedures |  |  | 3.5 |
| RGR Racing Training Package |  | RGRROP406A Perform duties of harness race starter |  |  | 3.5 |
| RGR Racing Training Package |  | RGRROP407A perform duties of thoroughbred race starter |  |  | 3.5 |
| RGR Racing Training Package |  | RGRSTD303 Assess racing gear suitability and safety |  |  | 3.5 |
| RGR Racing Training Package |  | RGRSTD408 Analyse race performance |  |  | 3.5 |
| RGR Racing Training Package |  | RGRSTD409 Perform the duties of a race day steward |  |  | 3.5 |
| RGR Racing Training Package |  | RGRSWA301 Collect non-blood samples from greyhounds or horses |  |  | 3.5 |
| RGR Racing Training Package |  | RGRSWA302 Collect non-blood samples from racing personnel |  |  | 3.5 |
| RGR Racing Training Package |  | RGRTRK303 Provide emergency animal assistance |  |  | 3.5 |
| RGR Racing Training Package |  | RGRTRK402 Relate animal welfare to track and environmental conditions |  |  | 3.5 |
| SIS Sport, Fitness and Recreation Training Package |  | **SISOEQO201A Handle horses** |  |  | 3.5 |
|  |  | **SISOEQO202A Demonstrate basic horse riding skills** |  |  | 3.5 |
|  |  | **SISOEQO303A Conduct horse riding sessions in an arena** |  |  | 3.5 |
|  |  | **SISOEQO304A Apply first aid for horses** |  |  | 3.5 |
|  |  | **SISOEQO305A Ride horses in tracked areas** |  |  | 3.5 |
|  |  | **SISOEQO306A Guide day horse trail rides in tracked areas** |  |  | 3.5 |
|  |  | **SISOEQO317 Supervise horse handling** |  |  | 3.5 |
|  |  | **SISOEQO407A Select horses for a program** |  |  | 3.5 |
|  |  | **SISOEQO408A Determine nutritional requirements for horses** |  |  | 3.5 |
|  |  | **SISOEQO409A Train and condition horses** |  |  | 3.5 |
|  |  | **SISOEQO410A Guide overnight horse trail rides in tracked areas** |  |  | 3.5 |
|  |  | **SISOEQO411A Ride horses in remote areas** |  |  | 3.5 |
|  |  | **SISOEQO412A Manage horse illness and injuries in remote areas** |  |  | 3.5 |
|  |  | **SISOEQO413A Guide trail rides in remote areas** |  |  | 3.5 |
|  |  | **SISOEQO414A Instruct horse riding and handling skills** |  |  | 3.5 |
|  |  | **SISOEQO418 Apply anatomy and physiology to equine performance** |  |  | 3.5 |
|  |  | **SISOEQO515A Manage stable maintenance** |  |  | 3.5 |
|  |  | **SISOEQO516A Manage the education of horses** |  |  | 3.5 |
|  |  | **SISSEQS301A Demonstrate basic dressage, show jumping and cross-country riding** |  |  | 3.5 |
|  |  | **SISSEQS302A Demonstrate basic dressage and show horse skills** |  |  | 3.5 |
|  |  | **SISSEQS303A Teach the fundamental skill of riding** |  |  | 3.5 |
|  |  | **SISSEQS404A Teach the intermediate skills of riding on the flat** |  |  | 3.5 |
|  |  | **SISSEQS405A Teach the intermediate skills of riding over fences** |  |  | 3.5 |
|  |  | SROEQ008A Determine nutritional requirements for horses |  |  | 3.5 |
|  |  | SROEQO002A Demonstrate basic horse-riding skills |  |  | 3.5 |
|  |  | SROEQO004A Apply first aid for horses |  |  | 3.5 |

3.5

# **Appendix B for industry views on ASQA’s recommendations**

This Section relates to the recommendations arising from the Australian Skills Quality Authority (ASQA) *Training in equine programs in Australia* report (4 December 2015) in relation to equine qualifications and units of competency.

The ASQA Commissioner initiated ASQA’s review in response to the tragic death of a young student, Ms Sarah Waugh in 2009 in a horse riding accident during training at a New South Wales Technical and Further Education institute and the system safety issues identified in the subsequent New South Wales Coroner’s report. Among a number of recommendations to industry and regulators, the ASQA report recommends changes to training products to ensure safety and quality in the delivery of equine training *(Part 2 ASQA Recommendations)*.

In December 2015, ASQA released their final report for the strategic review of training in equine programs in Australia. The report contains 11 recommendations. They focus on particular areas of concern identified through the research undertaken for this review, stakeholder consultations, and the audits that were conducted. With regard to these recommendations, it is important to note that while some improvements in the safety of equine training processes can be achieved by making changes to units of competency and qualifications, the safe performance of training provider-managed processes is managed mainly through other mechanisms that are not within the scope of this Business Case.

**Feedback on ASQA’s Recommendations**

**Recommendation 1** It is recommended that the training package developers:

* make the changes to training products proposed in Recommendations 4, 5, 6, 8, 9, and 10 in this report, in consultation with industry, and
* in their scheduling of training product development work, to ensure safety and quality issues are urgently addressed, give priority to scheduling the training product development work proposed in Recommendations 4, 5, 6, 8, 9 and 10 and, once the Standards for Training Packages have been amended, in recommendation 7.

*Stakeholders somewhat agreed with this recommendation.*

**Recommendation 2** It is recommended that the Australian Industry Skills Council ensures that the training packages approved have appropriately incorporated the recommendations from this report.

*Stakeholders somewhat disagreed with this comment, expressing the view that training packages approved should have ‘considered’ the recommendations from this report rather than ‘incorporated’ them.*

**Introduction to Recommendation 3**

**Embedding safe practice in the training environment**

Horse riding and horse handling activities occur in a range of income earning, professional and amateur sport, and recreational settings, cutting across all age and ability groups and encompassing diverse professional, amateur and recreational organisations and industry regulators.

However, the single unifying theme across all settings is that the risk associated with these activities requires a focus on safety and active risk identification and management. Data cited by Safe Work Australia shows that between 1 July 2008 and 30 June 2011, a total of 11,635 hospital admissions were recorded for horse-related incidents and between July 2000 and June 2012 there were 98 horse-related deaths.

The extent to which RTOs place safety at ‘front and centre’ of their delivery and assessment and proactively manage the inherent risks of interacting with horses has therefore been explored during the review.

This is particularly important in equine programs as not only are RTOs responsible for delivery and assessment of competencies related to safe horse practice, they are also responsible for ensuring a safe learning environment and a safe workplace in a high risk context.

The review has found that there are a number of resources that cover risk assessment and safety in horse riding and handling, but overall it appears that these resources, which could support RTOs to be more systematic and holistic in their risk assessment and management, are not being accessed and used as much as they could. More widespread adoption of these resources would inform practice and promote proactive attention to safety with respect to horses, riders, staff, site, equipment and operations.

As there is no single protocol, code or set of tools and checklists, it is more complex for RTOs to know about and utilise resources which could support their practice.

The most comprehensive resource for the training and assessment environment is the Procedures for the Delivery of Horse Industry Training. This document is published and made freely available by the Australian Horse Industry Council and was adapted from the TAFE New South Wales procedures, developed as a result of the New South Wales Coroner’s report into the death of Ms Sarah Waugh.

All parties in the training industry agree having ‘fit-for-purpose’ horses, that is, horses suitable for the training needs of students, matching individual horses to each student commensurate with their riding/handling experience, and having clear lines of responsibility for determining this suitability/matching are essential first steps to safety. Integral to this process are pre-activity risk assessments which need to consider factors such as equipment, premises/sites, and students’ prior riding experience.

The *Procedures for the Delivery of Horse Industry Training* includes templates for comprehensive pre-activity risk assessment, horse suitability audits and participant self-assessment checklists.

It is self-evident that if a training package or accredited course unit requires access to a horse, the RTO has a responsibility under Standard 1 of the *Standards for Registered Training Organisations (RTOs) 2015* (the *Standards for RTOs 2015*) to ensure the horse is fit-for-purpose and the student can safely handle and where necessary, ride the horse while training. The horse suitability template in the Procedures for the Delivery of Horse Industry Training includes the requirement to clearly identify each horse and its history. This is a critical prerequisite to enabling effective risk assessment. However, as noted in this review, data on horses and horse owners in Australia is limited and there is no national register, sometimes making valid identification difficult. This makes the requirement for a comprehensive horse suitability assessment even more essential.

It is therefore proposed that ASQA issue a General Direction[[4]](#footnote-4) that all RTOs delivering equine programs must demonstrate completion of a horse suitability audit and checklist, such as those in the Procedures for the Delivery of Horse Industry Training as part of their compliance with the assessment requirements of Standard 1 of the Standards for RTOs 2015. It is also recommended that the audit occur before the first time the horse is used for an activity and that it is subsequently kept current by updating it after each use, noting that the initial risk assessment of the horse will impact on the extent and depth of the audit that is required after each use. It is also proposed that the risk assessment documents be retained for a period of six months from the date of the student assessment to which the horse and rider risk assessment is relevant. This requirement is in accordance with ASQA’s *General Direction – Retention requirements for completed student assessment items*.[[5]](#footnote-5)

It is also proposed that pending changes to training packages to specify the level of rider proficiency required for participation in training for horse riding units (see recommendation 5), ASQA’s General Direction will include a requirement that all RTOs delivering such units evaluate and document each student’s level of rider proficiency and suitability for participation in the training programs, prior to the commencement of training.

The new General Direction will ensure that in the interim period prior to the changes to the training packages recommended by this review, critical aspects of risk management and safe practice in horse riding and handling can be implemented immediately.

There is currently no way to legally mandate adoption and use of the Procedures for the Delivery of Horse Industry Training by RTOs. However, when the training package developer reviews equine qualifications and units, consideration can be given to mandating use of the key risk assessment templates included in the Procedures using the provisions of the Standards for Training Packages.

This will need to be done in close collaboration with industry and technical experts to ensure the templates are customised to reflect the diverse industry settings and to integrate a continuous improvement process through regular reviews of the templates and their use.

The previous training package developer for the rural and related industry, AgriFood Skills Australia, advised that the Procedures for the Delivery of Horse Industry Training would be included as a reference document in the Companion Volume it developed to support implementation of new equine qualifications. While inclusion in the Companion Volume is likely to increase awareness and use of the procedures, it would not form part of the endorsed component of the training packages which is auditable. Nevertheless, inclusion in the Companion Volume is likely to increase awareness and use of the Procedures.

**Recommendation 3** It is recommended that ASQA issue a General Direction under section 28 of the National Vocational Education and Training Regulator Act 2011 that:

* delivery of each qualification, unit of competency and accredited course requiring the use and access to a horse, must be preceded by completion of a horse suitability audit and checklist for each horse by a qualified trainer
* before the first time the horse is used for an activity, and
* updated after each use so the suitability remains current
* each RTO delivering training that involves horse riding evaluates and documents each student’s level of rider proficiency and suitability for participation before such training commences, and
* such risk assessment documents must be retained by the RTO for six months from the date of the student assessment to which the horse and rider risk assessment is relevant.

*Stakeholders agreed with this recommendation. One stakeholder commented that this recommendation is the basis of a good risk management approach to the delivery and assessment of equine training. Another stakeholder expressed the view that horse use should be approved and monitored by an ethics committee which includes criteria to seek veterinary care to ensure that a change in suitability is not due to excessive use or health related issues.*

**Recommendation 4** It is recommended that, in their review of all equine qualifications and units of competency, training package developers collaborate with industry to consider any additional templates from the *Procedures for the Delivery of Horse Industry Training* that should be specified in the *range of conditions* or *assessment conditions* fields of the units as mandatory for use by RTOs in their training and assessment strategies.

*Stakeholders agreed with this recommendation but warned against complex templates (i.e. ‘if templates are complex and difficult to complete only lip service will be given to them’).*

**Introduction to Recommendation 5**

**Embedding safe horse riding and handling practice in training packages**

Many stakeholders expressed the view that there needs to be a stronger focus on safety in the training packages. Currently qualifications include safety matters in different units and modules, but it is not considered to be sufficient in cohesion or depth. Stakeholders noted that the variability in approaches to safety in units and course modules makes it more challenging for RTOs to interpret and assess consistently.

Stakeholders suggested that training needs to initially focus on basic safety, including interpreting horse behaviour, described as how to ‘read’ the horse. Some stakeholders regard basic equitation skills as a prerequisite to any actual riding skill development. This would provide students with current knowledge on this developing science as it applies to safety, for example, the way riders provide cues to a horse to ensure control.

This would develop an understanding of the psychology and behaviour of horses, drawing on already existing evidence-based approaches to assessing behaviour and temperament, such as that used with assessment of police horses.

Stronger integration of safety, especially in lower level qualifications, is seen as even more important with the increased popularity and prevalence of equine units being delivered through VET in schools.[[6]](#footnote-6)

There are concerns that some students may be achieving a certificate II level equine qualification with limited access to horses. Stakeholders commented that this increase in the delivery of certificate II through VET in Schools means it cannot always be assumed that those entering jobs with horses have a background in or experience with horses. This makes assessment of the students’ level of experience and competence at the outset of training even more critical.

The risk posed by limited exposure to horses is exacerbated in the context of training for the racing industry where safe riding of horses and fast riding (whether in training the horse or in a race), while not mutually exclusive, do pose some challenges. An apprentice jockey or track work rider must safely ride a horse that has been fed a special high energy diet, designed to give it what has been called ‘explosive energy’. Jockeys ‘ride short’, with less knee contact than a recreational rider might employ.

Not all jurisdictions require trainees or apprentices in the racing industry to have completed a lower level qualification, where basic handling and riding skills could be comprehensively assured. In the *Review of apprentice jockey recruitment training and welfare*[[7]](#footnote-7), it was noted that new apprentice jockeys have less equine experience and exposure to horses and all-round horse skills than in the past.

It is noted that the previous training package developer for this industry, AgriFood Skills Australia undertook a review of all equine qualifications and that an entry level certificate II qualification which covers basic horse riding and care[[8]](#footnote-8) was developed offering a number of streams as a pathway into employment in a range of equine sectors, including racing, breeding, agriculture and recreation.

It is proposed that irrespective of the streams, each unit has a strong and consistent focus on safety in riding, handling, care, and in understanding horse behaviour. This will ensure that regardless of each student’s eventual job outcome, they will have achieved competency in the core component of safe practice.

It is also proposed that those learners who are identified as novice or inexperienced in horse riding or handling should complete the core units of the new certificate II qualification as part of any qualification related to horse riding, care or handling that they undertake.

The core units currently proposed in the draft qualification are:

* work safely in the horse industry
* handle horses
* provide basic care for horses
* perform daily horse enterprise tasks
* participate in workplace communications
* provide first aid.

Those learners who are novice or inexperienced in horse riding/handing and who wish to achieve a horse riding outcome from their courses should also be required to complete an additional two units from the new certificate II which are mandated to achieve riding competency. The two units currently identified in the draft certificate II are:

* Perform horse riding skills at walk and trot, and
* Perform horse riding skills at walk, trot and canter[[9]](#footnote-9).

This proposal acknowledges that there will be learners with appropriate experience that can be recognised through Recognition of Prior Learning (RPL) and provides the flexibility for the units to be undertaken as part of a range of qualifications, rather than simply mandating that the new certificate II be completed. It will provide a safeguard that whether students select a job pathway in racing, breeding, agriculture or recreation, all graduates will have safety at the core of their equine practice.

In addition, it is recommended that when the training package developer reviews the qualifications, it specifies the level of rider proficiency required for participation in training for horse riding units, that is, the minimum rider competence required. This will ensure that beginner riders are not placed inappropriately in units requiring a higher skill level. This can be done by using the ‘entry requirements’ field of each qualification under Standard 9 of the *Standards for Training Packages* which permits the specification of the knowledge, skills or experience required by the learner to commence the qualification.

Pending these changes and given the urgency of addressing safety, it is recommended that ASQA issue a General Direction requiring RTOs to evaluate rider proficiency prior to commencement of any training involving horse riding (see Recommendation 3).

**Recommendation 5** It is recommended that training package developers in their review of equine qualifications and development of a new entry level Certificate II in Horse Care:

* ensure that regardless of the vocational stream, each unit has a strong and consistent focus on safety in riding and handling and in understanding of horse behaviour
* specify the level of rider proficiency required for participation in training for horse riding units, and
* ensure that for all learners identified as novice or inexperienced in horse riding or handling, the core units of the new Certificate II must be completed as part of any qualification/accredited course relating to horses and that in addition, such novice or inexperienced learners who wish to achieve a horse riding outcome, must complete the following two units:
* Perform horse riding skills at walk or trot, and
* Perform horse riding skills at walk, trot and canter.

*Stakeholders somewhat agreed with this recommendation. Some stakeholders would like to consider the implications of having the core units of Certificate II in Horse Care as a prerequisite for all horse related units (currently the requirements is for two units: ACMEQU202 Handle horses and ACMEQU205 Develop horse riding skills at walk and trot).*

**Introduction to Recommendation 6**

**Embedding safety in the workplace**

This review has focused on VET equine programs which include a safety component as opposed to state and territory work health and safety requirements. However, it is noted the two are complementary. RTOs as workplaces and as employers where students may undertake workplace training and assessment have obligations under work health and safety laws. Taking work health and safety issues into consideration may help strengthen the outcomes of this review which include improving safety in equine training.

In June 2014, Safe Work Australia published a *Guide to Managing Risks When New and Inexperienced Persons Interact with Horses* (the SWA Guide) to provide practical guidance for work activities where workers and others interact with horses. The SWA Guide also advises that it is also useful for other people who interact with horses at a workplace, such as teachers, volunteers or visitors at a workplace.

The SWA Guide is a useful resource for RTOs as workplaces as well as other workplaces such as racing stables where VET students are undertaking workplace training and assessment. The SWA Guide provides detailed advice on who has duties in relation to interaction with horses, how to identify hazards, assess and control risks and review control measures.

New South Wales and South Australia have implemented the SWA Guide. The implementation of the Guide in the other states and territories would provide a more consistent approach across Australia for duty holders who manage risks when new and inexperienced persons interact with horses. It is proposed that jurisdictions that have not implemented the SWA Guide be encouraged to implement it in their jurisdictions and promote it as a resource for the horse industry. However, the SWA Guide can still be used as practical guidance by anyone working and interacting with horses, regardless of whether it has been implemented in that jurisdiction.

Given the data shows evidence of extensive injuries, hospitalisations and fatalities during horse riding and handling, it is proposed that there needs to be a greater awareness of work health and safety obligations by RTOs and employers, where students may undertake workplace training and assessment.

It is therefore recommended that the training package developers collaborate with industry to consider the contents of the SWA Guide, to determine whether any aspects of the hazard and risk assessment and control measures should be embedded into the equine units of competency and qualifications to complement the templates drawn from the Procedures for the Delivery of Horse Industry Training as outlined in Recommendation 4.

Embedding the information from the SWA Guide into VET equine programs, where appropriate, will help ensure duty holders understand how to manage the risks that are likely to be faced by new or inexperienced workers and others when interacting with horses.

Finally, it is proposed that whether or not the SWA Guide is embedded into the equine qualifications and units in the training packages, the training package developers in collaboration with state and territory work health and safety regulators and ASQA, should consider measures to improve safety in equine training programs.

*Stakeholders agreed with this recommendation.*

**Recommendation 6**

It is recommended that:

* jurisdictions that have not implemented the SWA Guide to Managing Risks When New and Inexperienced Persons Interact with Horses give consideration to its implementation in their jurisdictions and promote it as a resource for this industry
* the training package developers in their review of equine qualifications consider the contents of the Guide to Managing Risks When New and Inexperienced Persons Interact with Horses in collaboration with industry, to determine whether any aspects of the hazard and risk assessment and control measures should be embedded into the equine units of competency and qualifications, and
* the training package developers, in collaboration with state and territory work health and safety regulators and ASQA, consider measures to improve safety in equine training programs.

*Stakeholders agreed with this recommendation. Some stakeholders noted that the SWA guide has already been taken into account in the development of equine units. It was also pointed out that SW NSW is currently developing a Code to Manage Risks when new and inexperienced persons interact with horses. This should also be looked at.*

**Introduction to Recommendation 7**

**Short duration courses**

Stakeholders suggested that there needs to be more rigour and detail in volume of learning or amount of training measures in training packages as quality RTOs are being undercut by those offering shorter training. The major concern related to volume of learning is that substantially shortened courses may lead to poor quality outcomes, providing insufficient time for students to achieve competence, and in the case of horse riding and handling can potentially undermine safety.

This review has found that a number of course durations advised by RTOs fell significantly *below Australian Qualifications Framework* (AQF) requirements for certificate II and III qualifications. The fulltime volume of learning measure for a certificate II according to the AQF is typically 0.5 to one year (600 to 1200 hours) full-time equivalent, and for a certificate III, one to two years (1200 hours to 2400 hours) full-time equivalent. All Australian Government, state and territory ministers for training agreed that these benchmarks should be implemented by 1 January 2015 with training package developers and accrediting authorities[[10]](#footnote-10) to have policies and processes in place in time to ensure implementation by the required date.

The New South Wales Coroner queried whether the volume of learning in the training provided to Sarah Waugh, was sufficient for a beginner rider to demonstrate controlling and working educated horses via mustering exercises.[[11]](#footnote-11) This was reiterated by other stakeholders during consultations, one of whom suggested that mandatory hours for the basic riding units should be set at 120 hours.

However, volume of learning under the AQF is set at qualification rather than unit of competency level. This raises the question of whether a minimum number of hours need to be set within the training package for beginner riding units to assist RTOs to develop appropriate training and assessment strategies.

Previous ASQA strategic reviews have found that short duration courses are a systemic problem in the VET sector. It is therefore proposed that there is a systemic solution across all training packages to address this critical quality issue.

Standard 1 of the *Standards for RTOs 2015* specifies that an RTO’s training and assessment strategies, including the amount of training they provide must be consistent with the requirements of training packages and VET accredited courses. However, training packages remain largely silent on this issue leaving RTOs to interpret what is needed rather than having explicit industry requirements.

The short duration of a high proportion of courses remains an ongoing concern to ASQA and industry stakeholders, as it poses a significant risk to the quality of VET. ASQA is of the view that the training packages need to include explicit guidance to RTOs on this issue to ensure that they are fully aware of the requirements and ASQA’s ability to regulate against the Standards is strengthened.

ASQA has made a submission to the Australian *Government’s Review of Training Packages and Accredited Courses*[[12]](#footnote-12) and included advice on the need to address this issue. The outcome of this process is expected to be announced in the near future.

It is proposed that the *Standards for Training Packages* be amended to require all training package developers to specify minimum amount of training benchmarks in the endorsed components of training packages together with descriptions of appropriate variations to the benchmarks, to reflect the acceptability of shorter courses when there are relevant learner characteristics, such as learners who already have relevant and recent experience. In relation to equine qualifications and units, this would mean minimum benchmarks would be specified for the safe development and assessment of basic riding and horse handling skills.

It is proposed that once *the Standards for Training Packages* has been amended in relation to this systemic issue, the Australian Industry and Skills Committee in its role to provide industry oversight of the quality and relevance of training, prioritises the work of training package developers to revise training packages as a priority to comply with the new requirements.

**Recommendation 7** It is recommended that:

* the *Standards for Training Packages* be amended as a matter of urgency to include a mandatory field in the qualification and unit templates that specifies the ‘minimum amount of training benchmark’ and describes appropriate variations to the minimum amount of training benchmark to reflect the acceptability of shorter courses when there are relevant learner characteristics, such as learners who already have relevant and recent equine experience, and
* after the amendments have been made to the *Standards for Training Packages,* the Australian Industry and Skills Committee prioritises the work of training package developers to revise training packages to comply with the new requirements.

*Stakeholders mostly disagreed with this recommendation, because many expressed the view that* time*-based training does not equate with competency*

**Introduction to Recommendation 8**

**Assessment**

It is a requirement that an RTO must only issue a VET qualification to persons it has assessed as competent in accordance with the requirements of the training package or VET accredited course. Where assessment is unreliable, the validity of the qualifications issued is questionable and critically, in relation to equine qualifications, the safety of graduates and others could be compromised. The highest levels of non-compliance during initial audits were against Standard 15.5 of the *Standards for NVR Registered Training Organisations 2012* (Standard 1.8 of the *Standards for RTOs 2015*).

Stakeholders noted that assessment consistency can be difficult in the equine industry and because it requires documenting observed practical skills, competency is not always done well.

The audits found that RTOs were frequently not compliant against this Standard because they provided inadequate information about practical tasks and the performance indicators to ensure reliability and validity of assessment judgements. In addition, insufficient assessment evidence was provided to substantiate a judgement that the student was competent.

Concerns were also expressed by stakeholders and confirmed by audits that there was significant use of third party reports on assessment tasks and assessors with the required qualifications were not always present to directly observe and make judgements about the student’s competence.

The review found that the detail of assessment requirements in units of competency and VET accredited course modules varies. Some specify assessment must take place in the workplace or in a simulated workplace. Others specify that assessment must ensure ‘conduct of multiple horse handling activities’ and that there must be access to ‘a variety of quiet and reasonably tractable horses’.

It was suggested that the training packages need to provide guidance on how students should progress through different ‘levels’ of horses, with increasing exposure of students to more challenging horses. The training packages need to be more specific on the number of horses on which a student needs to demonstrate competency.

Some stakeholders expressed concern about use of the online mode of delivery. While many students enrolled in training via the distance or online mode were pleased with the knowledge they developed through the course, others were concerned that practical skills were not as well developed. The theory of loading a horse onto a float, hitching it to a vehicle and towing it was presented as an example, where no practical demonstration of student skill was required.

Where delivery was by distance or online, some stakeholders felt that the authenticity of assessment was questionable and queried whether self-assessment is reliable. Some students felt that there was insufficient observation of skills. A related concern was the lack of visits by trainers to the training ‘venue’, which in some delivery modes was the student’s farm, with all contact with the RTO being via online technology.

It is noted that as the training package developer reviews the equine qualifications, they will develop the revised qualifications to comply with the Standards for Training Packages which permit industry to specify much clearer performance evidence, knowledge evidence and assessment conditions than has previously been permitted in training package design. This could include providing mandated templates for valid skills observation documents and assessment tools in the performance evidence and assessment conditions of units of competency, and specifying where it is required that there be direct observation of competency by a qualified assessor.

It is noted that this could also potentially address concerns expressed during the review about the supervision arrangements of apprentice jockeys. Many horse trainers and jockeys who have exceptional horse skills are good mentors and workplace supervisors, but do not have experience in training people. Increased clarity in the training package about performance and knowledge evidence and assessment conditions could also clarify the respective responsibilities of VET trainers and assessors, racing stable trainers and jockeys for the safety, training and supervision of apprentices in the racing industry.

It is expected that inclusion of clear specifications in the training packages of industry’s assessment requirements will give clarity to RTOs about industry expectations and enable ASQA to target audits in this area of poor quality practice identified by the review.

Since 2014 when the audits were conducted, the *Standards for Registered Training Organisations (RTOs) 2015* (the *Standards for RTOs 2015*) came into effect, from 1 January 2015 for organisations applying to become an RTO and from 1 April 2015 for existing RTOs. The *Standards for RTOs 2015* include a strengthened assessment standard which ASQA expects will lead to improvement in this area.

Finally, given the high level of non-compliance with the assessment standard at the initial audit (17 or 85 per cent of 20 RTOs audited for this review), it is important to note that the qualification *TAE40110 Certificate IV in Training and Assessment* does not include *TAEASS502B Design and develop assessment tools*, as a core unit. Achieving competency in this unit would build higher level skills in assessment. This issue was referred to the training package developer who had responsibility for development and maintenance of this qualification, Innovation and Business Skills Australia.[[13]](#footnote-13)

Current core units in *TAE40110 Certificate IV in Training and Assessment* are:

* *TAEASS401B Plan assessment activities and processes*
* *TAEASS402B Assess competence*
* *TAEASS403B Participate in assessment validation*
* *TAEDEL401A Plan, organise and deliver group-based learning*
* *TAEDEL402A Plan, organise and facilitate learning in the workplace*
* *TAEDES401A Design and develop learning programs*
* *TAEDES402A Use training packages and accredited courses to meet client needs*

**Trainer and assessor skills**

Many comments were made through the interviews conducted at audit that trainers and assessors need coaching accreditation or instructional skills, as holding a *TAE40110 Certificate IV in Training and Assessment* and being experienced in horse skills is insufficient for the purposes of instructing others. As a result of the New South Wales Coroner’s report, TAFE New South Wales requires that all trainers and assessors involved in the conduct of units involving horse handling and riding in all its institutes must hold national qualifications in instruction in horse riding and handling skills, as evidence of experience in leading and supervising groups of riders and in trail riding and open field work.

The audits found that the majority of RTOs’ trainers and assessors do already hold additional competencies or were in the process of obtaining them. Most trainers and assessors also hold first aid qualifications/competencies. Almost half of the RTOs audited had some or all of their trainers and assessors holding level 1 or 2 National Coaching Accreditation such as that offered through Equestrian Australia.[[14]](#footnote-14)

Some RTOs have trainers and assessors who are either undertaking or possess:

* Horse Safety Australia accreditation as instructors
* senior instructor or instructor skill sets from the *SIS10 Sport, Fitness and Recreation Training Package*, or
* a statement of attainment for *SISOEQO414A Instruct horse riding and handling skills*.

The previous training package developer for this industry, AgriFood Skills Australia, indicated that they had considered the issue of appropriate trainer and assessor qualifications for equine programs in its review of all equine qualifications. In view of the high levels of risk in equine training, trainers and assessors in equine programs should be required to possess qualifications in coaching or instruction of others in horse riding and handling skills.

**Recommendation 8** It is recommended that training package developers in their review of equine qualifications:

* provide clearer and more specific requirements for performance evidence, knowledge evidence and assessment conditions for each unit of competency
* specify, where required, the direct observation of competency by a qualified assessor
* consider whether specifications of mandatory templates for valid skills observation documents and assessment tools should be included in the performance evidence and assessment conditions of units of competency, and
* specify in assessor requirements that assessors must have qualifications in instruction or coaching of horse riding/handling, noting that there is currently a range of such qualifications in use and that these should be reviewed to consider their suitability.

*Stakeholders agreed with this recommendation. One stakeholder noted that there may be a case for developing capstone assessment tools for specific high risk units e.g. riding units as a way of supporting quality assessment. There needs to be recognition that different cohorts using different delivery strategies will require different assessment tools to gather evidence to make judgements on competency. Stakeholders noted that prerequisite units should only be introduced if they do not create barriers to entry level training. With regard to assessor requirements for trainers, some stakeholders noted that these Skill Sets are already available in the SIS Training Package (SISSS00061- Horse riding instructor and SISSS00062 - Horse riding instructor- senior). One stakeholder thought that there is already appropriate beginner level units in Horse Care but that there may be a case for higher level units at AQF 3 and 4 level.*

*Industry feedback supported recognition of different work requirements, i.e. separating those who supervise horse handling from those who teach riding or driving. One stakeholder noted that teaching horse grooming would not require a riding qualification.*

**Recommendation 9**

It is recommended that the training package developer in its current review of the *TAE40110 Certificate IV in Training and Assessment* to determine whether *TAEASS502B Design and develop assessment tools*, should be included as a core unit.

*Some stakeholders agreed with this recommendation.*

Other stakeholders distinguished between the assessment designers and the assessors, expressing the view that TAE qualifications are required for people writing assessment tools but not necessarily for the assessors. While stakeholders supported the need for third party assessment, some stakeholders also distinguished between trainers and assessors, expressing the view that assessors do not need training qualifications.

**Introduction to Recommendation 10**

**The VET market**

The review has found that as a result of the diversity of settings and activities in which people work with horses there are numerous equine units of competency spread across five industry training packages[[15]](#footnote-15) and many equine VET accredited courses.

In addition, as VET is training for work and many horse-related activities are sport and recreation based, a large amount of training also occurs outside the VET system. There is also significant crossover between the sectors as the audits found that many trainers and assessors maintain involvement in bodies such as Pony Club and Equestrian Australia and have coaching or instruction qualifications obtained through these bodies.

However, the diverse training landscape makes the market confusing for potential students who may find it difficult to identify training that matches their needs and skill levels. Given the unifying theme of safety and effective risk management that is common to both the VET system’s equine training and non-VET equine training, there is potential for the sectors to learn from each other. This could include exploring the adoption of similar safety codes or guides and considering whether the requirements for non-VET coaches could be adapted as the basis for a skill set for VET sector equine trainers and assessors. This could potentially simplify the currently complex training offerings, and provide access for participants/learners and trainers/assessors/coaches in the VET and non-VET sectors to a body of training with safety and risk management at its core.

It is proposed that the training package developers’ review of equine qualifications should include a scan of all accredited courses to determine whether the training package can meet the needs currently included in those courses, with the view to ultimately making them redundant and reducing the volume of offerings that are contributing to the confusing landscape.

It is also proposed that key bodies involved in non-VET equine sectors be included in the training package review process to facilitate the cross-sector communication and the potential to learn from each other’s experiences in horse riding and handling activities, particularly around approaches to safety and risk management.

Finally, as ASQA administers the Standards for VET Accredited Courses 2012 it can, in relation to future applications, ensure that the safety elements which have been embedded into training packages are replicated by any course developers who submit initial applications for a new accredited course or renewal applications for existing courses. This will assist to embed safe practice and effective risk management across all equine programs.

**Recommendation 10** It is recommended that training package developers in their review of equine qualifications:

* scan all current VET equine accredited courses to determine whether the training packages can meet the needs currently included in those courses and if so, to include those competencies in the training packages, and
* include key bodies from the non-VET equine sectors in the review process to ensure their experiences in safety and risk management inform the development of the revised qualifications.

*Stakeholders agreed with this recommendation but noted that broader projects should be a separate piece of work after the endorsement of the Horse care qualifications, otherwise the process has the potential to be drawn out and again continue the void in equine training at the introductory level.*

**Recommendation 11** It is recommended that ASQA, in exercising of its responsibilities under Part 3 of the *National Vocational Education and Training Regulator Act 2011*, including in its application of the *Standards for VET Accredited Courses 2012* made under that Act, ensures that the specific changes to training packages to make safety explicit and to specify volume of learning as outlined in Recommendation 5, 7 and 8, are appropriately and satisfactorily addressed by course proponents in applications for accreditation of proposed equine programs or course renewal applications.

*Stakeholders agree with making safety explicit but are generally divided on the ‘volume of learning’ issue. Many stakeholders find the concept of ‘Volume of learning’ difficult to understand.*

# **Appendix C: List of Accredited Units to be considered for mapping against training package qualifications**

|  |  |
| --- | --- |
| NSWTEQ7205A | Lunge performance horses for exercise |
| NSWTEQU202A | Prepare to work in the performance horse industry |
| NSWTEQU205A | Lunge performance horses for exercise |
| NSWTEQU205B | Lunge performance horses for exercise |
| NSWTEQU206A | Ride performance horses for exercise in an arena |
| NSWTEQU206B | Ride performance horses for exercise in an arena |
| NSWTEQU303A | Care for performance horse |
| NSWTEQU303B | Care for performance horses |
| NSWTEQU304B | Maintain the health and welfare of performance horses |
| NSWTEQU305B | Participate in horse events/activities |
| NSWTEQU307B | Ride and lead performance horses |
| NSWTEQU402B | Manage horses to meet performance horse sport requirements |
| NSWTEQU403B | Evaluate equine training methodologies |
| NSWTEQU404B | Manage international opportunities for performance horses |
| NSWTEQU410A | Interpret equine behaviour |
| NSWTEQU411A | Implement and monitor equine health and welfare strategies |
| NSWTEQU412A | Manage the development and presentation of young horses |
| NSWTEQU413A | Implement an equine facility maintenance improvement and management program |
| NSWTEQU414A | Manage the re-education of horses |
| NSWTEQU415A | Analyse equine pedigrees |
| NSWTEQU501B | Manage legal aspects of horse enterprises |
| NSWTEQU503B | Evaluation horse conformation |
| NSWTEQU504B | Manage equine nutrition |
| NSWTEQU505B | Manage fitness for horses |
| NSWTEQU506B | Mange performance horse breeding operations |
| TIGAWL301A | Introduction to animal welfare and the recreational horse industry |
| TIGEA301A | Provide equine accommodation |
| TIGEAP301A | Introduction to equine anatomy and physiology |
| TIGEGT301A | equine groundwork and transportation |
| TIGEPH301A | Introduction to the evolution and psychology of equine behaviour |
| TIGGEM301A | Carry out the grooming of horses and maintain grooming equipment |
| TIGHHC302A | Undertake preventative equine health care |
| TIGOHS301A | Apply health and safety procedures in equine recreational activities |
| TIGPEA301A | Provide equine accommodation |
| TIGURG308A | Undertaking riding at the appropriate skill level |
| VBP161 | Develop and implement a marketing plan for stud stock |
| VU20496 | Work with horses |
| VU20497 | Manage horse health and welfare |
| VU20498 | Implement procedures for foaling down mares |
| VU20499 | Implement and monitor horse nutrition program |
| VU20500 | Manage OHS procedures and environmental work practices |
| VU20501 | Manage horse nutrition |
| VU20502 | Manage reproductive outcomes of stallions and mares |
| VU21401 | Work safely in an equine organisation |
| VU21402 | Implement horse health and welfare practices |
| VU21403 | Implement and monitor a horse feeding program |
| VU21404 | Relate equine form and function |
| VU21405 | equine anatomy |
| VU21406 | equine physiology |
| VU21407 | Demonstrate basic horse riding or driving skills |
| VU21408 | Demonstrate novice horse riding or driving skills |
| VU21409 | Assist in the preparation of a horse for an event |
| VU21410 | Assist in the conduct of an event in the equine industry |
| VU21411 | horse breeding principles and practices |
| VU21412 | Care for pregnant mares and foals |
| VU21710 | Employ knowledge of equine distal limb anatomy and physiology in hoof management |
| VU21711 | Apply the principles of equine orthopaedics |
| VU21712 | Integrate equine biomechanics and hoof management |
| VU21713 | Manage equine hoof development |
| VU21714 | Provide equine barefoot rehabilitation |
| VU21715 | Provide functional equine hoof protection |
| VBP146 | Develop and monitor business operations |
| VU21413 | Develop basic coaching skills |
| VBM709 | Assist in preparation of a horse for a competition |
| VBP537 | Determine foot care and shoeing plans for the horse |
| VBM660 | Horse riding or driving skills 1 |
| VBM663 | Horse riding or driving skills 11-specific equine discipline |
| VBM739 | Identify horse breeding principles and assist in practices |
| VU21844 | Manage a horse nutrition program |
| VU21846 | Manage horse pastures |
| VBPU915 | Modify horse behaviour |
| VU20729 | Modify horse behaviour |
| VU20727 | Recommend horse head gear and bits |
| VBPU913 | Recommend horse head gear and bits |
| VU20726 | Work effectively as an equine dental technician within the horse industry |
| VBPU912 | Work effectively as an equine dental technician within the horse industry |
| VBP541 | Accommodate special needs of particular horses through farrier techniques |
| VBQU339 | Assess conformation, movement, anatomy and physiology of horses |
| VBP538 | Fit shoes for normal healthy horses |
| VBP539 | Fit shoes to alleviate moderate faults and defects in horses |
| VBP540 | Fit shoes to alleviate severe faults and defects in horses |
| VBP534 | Handle horses safely in provision of farriery services |
| VBP536 | Make standard shoes for a range of horses |
| VU20759 | Work safely with horses |
| VU21847 | Work with horses |
| VBM664 | Assist in conduct of an event in the equine industry |
| VBM665 | Care for mares and foals in the equine industry |
| VPAM325 | Equine anatomy and physiology |
| VPAU323 | Equine form and function |
| VBM657 | Identify and develop a career path in the equine industry |
| VU20724 | Manage treatment and referral for range of equine dental conditions |
| VBPU911 | Manage treatment and referral for range of equine dental conditions |
| VBPU910 | Perform a range of equine dental technician treatments |
| VU20725 | Perform a range of equine dental technician treatments |
| VBPU909 | Rasp equine teeth |
| VU20723 | Rasp equine teeth |
| VBP532 | Respond to emergencies and apply essential first aid in the equine industries |
| VBPU914 | Respond to equine dental and oral disease |
| VU20728 | Respond to equine dental and oral disease |
| VPAU322 | Respond to equine injury and disease |
| VBP531 | Work effectively as a farrier in the equine industries |
| VPAU321 | Work in an equine organisation |
| VBP530 | Perform routine day to day farriery services |

1. Change in this report denotes both changes to existing training products and development of new training products [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. See Equestrian Australia, EA Education Courses, accessed 30 March 2015 at http://www.equestrian.org.au/Coaching-courses [↑](#footnote-ref-3)
4. S28 of the National Vocational Education and Training Regulator Act 2011 [↑](#footnote-ref-4)
5. http://www.asqa.gov.au/media-and-publications/retention-requirements-for-completed-student-assessmentitems.html [↑](#footnote-ref-5)
6. VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. VET in Schools programs may involve structured work placements. Source: National Centre for Vocational Education Research (2013) Glossary of VET, accessed 29 June 2015, http://www.voced.edu.au/glossaryvet, p 116. [↑](#footnote-ref-6)
7. Review of apprentice jockey recruitment training and welfare 2011-2012 Racing Queensland p5 [↑](#footnote-ref-7)
8. The Certificate II in Horse Care was the proposed title [↑](#footnote-ref-8)
9. Unit titles are as titled in the draft ACM20115 Certificate II in Horse Care at 15 May 2015, provided by AgriFood Skills Australia. [↑](#footnote-ref-9)
10. The Australian Qualifications Framework (the AQF) defines accrediting authorities as ‘either authorised under legislation or has been given the responsibility to accredit programs of learning leading to AQF qualifications and/or to register providers to issue AQF qualifications’. The AQF defines ‘authorised issuing organisations’ as including registered training organisations (RTOs) authorised by the Australian Skills Quality Authority and the government accrediting authorities in Victoria and Western Australia to issue AQF qualifications in vocational education and training. The list of accrediting authorities in place at the time of the AQF 2nd edition which is the current version includes the National Skills Standards Council responsible for the endorsement of AQF qualifications in national training packages. The National Skills Standards Council has been replaced by the Australian Industry and Skills Committee which now has responsibility for endorsement of national training package qualifications. See Australian Qualifications Framework, Second Edition, (January 2013), accessed 27 July 2015, at http://www.aqf.edu.au/resources/aqf/, pp21, 22, 91, 103. [↑](#footnote-ref-10)
11. State Coroner’s Court of New South Wales (23 December 2011), Inquest into the death of Sarah Waugh 2990/10 [↑](#footnote-ref-11)
12. See https://consult.industry.gov.au/vet-reform/training-packages-review [↑](#footnote-ref-12)
13. The custodian of this training package is now PwC Skills for Australia SSO [↑](#footnote-ref-13)
14. See Equestrian Australia, EA Education Courses, accessed 30 March 2015 at http://www.equestrian.org.au/Coaching-courses [↑](#footnote-ref-14)
15. The five national training packages containing equine units of competency are: AHC10 Agriculture, Horticulture and Conservation and Land Management, RGR08 Racing, ACM10 Animal Care and Management, MTM11 Australian Meat Industry, SIS10 Sport, Fitness and Recreation. Further information about the diversity of VET equine programs is in chapter 4. [↑](#footnote-ref-15)