



# **Companion Volume Implementation Guide**

## **RGR Racing Training Package**

Version 1.0

**June 2017**

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## Implementation Guide modification history

Release number	Release date	Author	Comments
1.0	June 2017	Skills Impact	Implementation Guide created to accompany release of <i>RGR Racing Training Package V1.0</i> .  This version incorporates only components related to Greyhound animal welfare and racing integrity. All remaining Racing components are still available in the <i>RGR08 Racing Training Package</i> .

## Introduction

### About this Guide

This Companion Volume Implementation Guide (Implementation Guide) is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to use the *RGR Racing Training Package*.

Version 1 of the *RGR Racing Training Package* has been developed to implement components relating to Greyhound animal welfare and racing integrity. Whilst this guide contains information related to the broad aspects of the Racing industry, the primary focus is on components related to greyhound animal welfare and racing integrity. For information regarding components from other sectors within the Racing industry, please refer to the *RGR08 Racing Training Package*.

### Structure of this Guide

This Implementation Guide contains two sections.

#### 1. Overview

This section includes information about:

- what training packages are, and how they are developed
- the qualifications, skill sets and units of competency (including imported and prerequisite units of competency) in the training package
- mapping between previous and current versions of the qualifications and units of competency
- key work, training and regulatory/licensing requirements in the industry.

Note: Lists of qualifications, skill sets and units of competency, together with mapping information for qualifications, skill sets and units of competency, are in the Appendices section.

## **2. Implementation**

This section explains some of the key features of the *RGR Racing Training Package* and the industry that will impact on the use of the Training Package. It includes information about:

- legislation requirements
- resources and equipment requirements
- access and equity considerations
- training pathways
- occupational outcomes of qualifications
- entry requirements for qualifications

## Overview

### About training packages

Training packages specify the skills and knowledge (known as competencies) that individuals need in order to perform effectively in workplaces. Training packages:

- reflect identified workplace outcomes
- support national (and international) portability of skills and competencies
- reflect the core, job-specific and transferable skills, required for job roles
- enable the awarding of nationally recognised qualifications
- facilitate recognition of peoples' skills and knowledge, and support movement between school, VET and higher education sectors
- promote flexible modes of training to suit individual and industry requirements.

**Note:** To make them easy to interpret, training packages are written in simple, concise language, with delivery and assessment requirements clearly described. Training package products do not prescribe how an individual should be trained so that users can develop training and assessment strategies to suit the needs of their particular learners.

### Training package products

Training packages consist of endorsed and non-endorsed products. Although all components must be developed to comply with the *Standards for Training Packages 2012*<sup>1</sup>, endorsed components must be submitted for approval by the Australian Industry and Skills Committee before they are released for use.

#### Endorsed products

Product	Description
<b>Qualification</b>	A qualification combines the skills standards (called units of competency) into meaningful groups that meet workplace roles and align to the Australian Qualifications Framework (AQF).
<b>Unit of competency</b>	A unit of competency describes the requirements for effective performance in a discrete area of work, work function, activity or process. They specify the standard against which training delivery and assessment of competency can take place.
<b>Assessment requirements</b>	Assessment requirements accompany each unit of competency and include the performance evidence, knowledge evidence and conditions for assessment.
<b>Credit arrangements</b>	Credit arrangements provide details of existing arrangements between training package qualifications and higher education qualifications in accordance with the AQF. Note: There are currently no nationally applicable credit arrangements between any Skills Impact training package qualification and higher education qualification.

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<sup>1</sup> The *Standards for Training Packages 2012*, and accompanying policies, are available from the Australian Department of Education and Training website <<https://www.education.gov.au/training-packages>>.

## Non-endorsed products

Product	Description
<b>Skill set</b>	A skill set addresses a particular industry need or a licensing or regulatory requirement. A skill set is not endorsed but includes endorsed units of competency.
<b>Companion volume</b>	This general term refers to any product (including this Implementation Guide) which supports training and assessment.

## Training package development

Training packages are developed through a process of national consultation with industry. There are some key stakeholders that drive training package development.

### Key stakeholder roles<sup>2</sup>

<b>COAG Industry and Skills Council (CISC)</b>	The CISC is the ministerial council responsible for industry and skills. The CISC provides a forum for intergovernmental collaboration and decision-making about industry competitiveness, productivity and labour market pressures, and skills development and national training arrangements, including training packages.
<b>The Australian Industry and Skills Committee (AISC)</b>	The AISC was established by the CISC in 2015 to provide industry leadership within the national training system. As well as setting the priorities for the review of training packages in a national review schedule, the AISC approves training packages for implementation.
<b>Industry Reference Committees (IRCs)</b>	IRCs are the key industry advisory bodies to the AISC. They are made up of people who are experts in their particular industry sectors. IRCs drive the process of training package development so that the qualifications and units of competency are aligned with modern work practices.
<b>Skills Service Organisations (SSOs)</b>	SSOs are funded by the Australian Government to provide technical, operational and secretariat support to IRCs. SSOs assist IRCs to identify the skills required for jobs. Under the direction of the IRCs, SSOs develop and review compliant training packages that meet industry needs. Skills Impact is an SSO.
<b>Government</b>	The Australian Government supports the AISC and its network of IRCs, and manages the SSOs. State and territory governments (referred to as State or Territory Training Authorities (STAs)) canvass stakeholder views about training packages, provide implementation advice, identify issues and develop purchasing guides for training providers.
<b>Vocational education and training regulators</b>	The national VET regulator, the Australian Skills Quality Authority (ASQA), and two state-based VET regulators, Victorian Registration and Qualifications Authority (VRQA) and Western Australian Training Accreditation Council (WA TAC), regulate the training and assessment strategies and practices of registered training organisations. Their aim is to ensure consistency with the requirements of the endorsed components of training packages.

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<sup>2</sup> More information about key stakeholder roles is available on the AISC website < <https://www.aisc.net.au>>.

## The development process

The process used to develop and endorse training packages is based on the following principles:

- open and inclusive industry participation in development, validation and endorsement of training packages
- strong stakeholder engagement and the opportunity for industry to drive change
- highly responsive and capable of meeting industry needs and priorities for new skills
- clear and transparent arrangements for resolving contentious issues
- accountability of all stakeholders for the role that they play in the process.

The diagram summarises the process of training package development.<sup>3</sup>



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<sup>3</sup> The training package development and endorsement process policy can be downloaded from the Department of Education and Training website <<https://docs.education.gov.au/node/43181>>

## Contents of this training package

The *RGR Racing Training Package* contains AQF aligned qualifications, skill sets and units of competency.

### Prerequisite requirements

Some units of competency have prerequisite requirements. This means that an individual must be competent in the prerequisite unit(s) of competency before undertaking any assessment in the unit containing the prerequisite(s).

### Imported units

Qualifications include units of competency from different training packages, including:

- ACM Animal Care and Management Training Package
- BSB Business Services Training Package
- HLT Health Training Package

Please refer to **Appendix 1** for details of components in the *RGR Racing Training Package* including lists of:

- qualifications, skills sets and units of competency
- units of competency with prerequisite requirements
- imported units of competency.

## Mapping information

Mapping to previous versions of a training package can be useful for delivery and assessment because it:

- outlines the changes between current and previous versions of qualifications, skill sets and units of competency
- states whether the vocational outcomes of the current and previous versions of units of competency and qualifications are equivalent
- shows any components that have been added to, or removed from, the training package.

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Note: The mapping tables are summary documents only and cannot be used alone to determine an individual's competence.

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Please refer to **Appendix 2** for mapping between previous and current qualifications, skill sets and units of competency.

### RTO use

An RTO may use the mapping information to help design training and assessment strategies, including recognition of prior learning (RPL) systems. In addition to the mapping information, RPL processes must take into account other evidence of current competency, for example, how long ago an individual was awarded a superseded unit of competency and current work experience.

### Employer use

An employer might use the mapping information to determine whether there are gaps between a qualification held by workers and the current expectations of a job role. Once gaps are identified, this could assist in planning professional development activities.

## How equivalence is determined

The training package developer determines equivalence based on the definition provided in the *Training Package Products Policy*<sup>4</sup> which state that

“Developers must include an equivalence table within the Companion Volume Implementation Guide in which the equivalence status of each unit of competency is shown according to the following categories:

E = Equivalent - the outcomes of old and new units are equivalent.

N = Not Equivalent - the outcomes of old and new units are not equivalent.

The developer’s determination that the outcomes of an old and new unit are equivalent: (i) only applies to workplace contexts and for AQF qualifications purposes, including RPL; and (ii) does not apply to implications for training delivery and/or assessment purposes.”

If two units are determined to be equivalent, an RTO can recognise an ‘old’ unit as satisfying the outcomes of a new unit (including RPL). However, an RTO cannot assume that no changes are needed for the training and assessment of the new unit.

If a unit of competency is not equivalent to its predecessor, this means that there are significant changes in the new unit. These changes would need to be addressed, for example, through training, providing additional RPL evidence.

## Superseded and deleted training package products

A product is **superseded** when another training product replaces it. This happens if the skill needs of industry change so training package developers need to alter a qualification, unit of competency or skill set.

A product is **deleted** when another training product does not replace it. This happens if industry determines that there is no longer sufficient demand for a qualification, unit of competency or skill set.

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The rules around the use of superseded and deleted products for training purposes are in Clause 1.26 of the *Standards for Registered Training Organisation (RTOs) 2015*.

ASQA has a useful guide that explains how to manage the transition from superseded and deleted training products. This can be accessed from: <  
<https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-one/clauses-1.26-1.27>>

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<sup>4</sup> See: <https://docs.education.gov.au/node/43181>

## Coding conventions

There are agreed conventions for the national codes used for training packages and their components.

### Training package codes

Each training package has a unique three-letter national code assigned when the Training Package is endorsed, for example, **RGR** is the code used for the *Racing Training Package*.

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The practice of assigning two numbers to identify the year of endorsement is no longer used as it is not consistent with national policy.

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### Qualification codes

Within the training package, each qualification has a unique eight-character code that is used to identify the qualification, along with its title. The table explains the format of a qualification code for the *Racing Training Package*.

Identifiers	Description	Example for RGR20117
Training package identifier	Three letters	= RGR
AQF level identifier	One number identifying the Australian Qualifications Framework level	= 2
Sequence identifier	Two numbers identifying the sequence of the qualification at that level in the Training Package	= 01
Version identifier	Two numbers identifying the year in which the qualification was endorsed.	= 17

### Unit of competency codes

Within the training package, each unit of competency has a unique code (up to 12 characters). The code, as well as the title, is used to identify the unit of competency. The table explains the format of a unit of competency code for the *Racing Training Package*.

Identifiers	Description	Example for RGRPSG302
Training package identifier	Three letters	= RGR
Sector identifier	Two to four letters	= PSG (Performance Services Greyhounds)
AQF level indicator	One number that is a guide as to the type and depth of skills and knowledge described in the unit. This identifier is loosely tied to the Australian Qualifications Framework and can range from 1 (indicates Certificate 1) to 8 to (indicates Graduate Certificate/Graduate Diploma	= 3

Sequence identifier	The final numbers identify the sequence of the unit in the particular unit sector and AQF level, and allows each unit to have a unique code	= 02
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Under the *Standards for Training Packages*, units of competency no longer include a version identifier (e.g. A, B, C). In training.gov.au the release history of each unit is shown in both the web view of the unit and in the unit modification history and mapping tables.

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## Key work and training requirements in the industry

### Sector overview

The Australian racing industry integrates a diverse range of businesses including horse breeding/farming, horse racing (Thoroughbred and harness), greyhound racing, and management of the facilities used specifically for those activities.

Based on Australian Bureau of Statistics (ABS) data, in 2016 this industry included 3,459 horse farms and 1,908 racing businesses<sup>5</sup>, providing direct employment to around 12,800 people.<sup>6</sup> However, according to industry figures, there are close to 50,000 (full-time equivalent) people in employment and a much larger number of people involved in the industry, including 78,895 racehorse owners<sup>7</sup>, 18,649 trainers, jockeys and drivers, 30,000 registered greyhound racing participants<sup>8</sup> and a large number of volunteers and hobbyists. A sizeable proportion of participants in the racing industry in Australia reside in regional areas. Traditionally the racing industry in Australia includes many self-employed occupations such as trainers, jockeys and track riders (Table 1). The figures below do not include the large number of people employed in the industry involved in roles that, while specific to racing, are not specialised racing roles such as track maintenance, race day activities and breeding.

Table 1: Racing industry participants

<b>RACING INDUSTRY PARTICIPANTS</b>	<b>NUMBER</b>
<b>Thoroughbred racing<sup>9</sup></b>	
Trainers	3,458
Jockeys	523
Apprentice jockeys	270
Amateur jockeys	80
<b>Harness racing<sup>10</sup></b>	
Trainers	2,384
Drivers	1,184
Trainer/drivers	2,349
<b>Greyhound racing<sup>11</sup></b>	
Trainers	5,316
Owner/trainers	3,085
<b>Total</b>	<b>18,649</b>

Horse and greyhound racing contributed about \$1.5 billion to Australian gross domestic product in 2013–2014<sup>12</sup> through net funds distribution from betting authorities, training fees,

<sup>5</sup> Australian Bureau of Statistics, *Counts of Australian businesses, including entries and exits*, June 2015, Cat No 816502.

<sup>6</sup> Australian Bureau of Statistics, *2011 Census of Population and Housing*.

<sup>7</sup> Racing Australia, 2015, *Racing Season 2014/2015 Fact Book*.

<sup>8</sup> Agrifood, 2015, *Environmental Scan of the Agrifood Industry 2015*.

<sup>9</sup> Racing Australia, 2016, *Racing Season 2014/2015 Fact Book*, <<http://publishingservices.risa.com.au/otherpublications/Factbook%202015-2016/Factbook2015-2016/#8/z>>.

<sup>10</sup> Australian Harness Racing, 2013, *Size and Scope of the Harness Racing Industry in Australia*.

<sup>11</sup> Greyhounds Australasia, 2014, *Australasian Statistics*, <<http://www.galtd.org.au/industry/australasian-statistics>>.

<sup>12</sup> Australasian Gaming Council, 2016, *The Contribution of Australasia's Gambling Industries: Facts, Figures and Statistics*, <[https://www.austgamingcouncil.org.au/system/files/AGCPublications/AGC\\_DB\\_CHP7\\_15Rev.pdf](https://www.austgamingcouncil.org.au/system/files/AGCPublications/AGC_DB_CHP7_15Rev.pdf)>.

event admission charges, membership fees and returns generated from additional activities.<sup>13</sup>

Breeding, horse sales, prize money and wagering on racing generate additional value-added income for the Australian economy. In 2015–2016, auction sales for Thoroughbred horses generated \$530 million, returns to owners from prize money in Australian races and other payouts rose to over \$600 million, and wagering on horse and greyhound races generated a turnover of \$28.8 billion.<sup>14</sup>

### **Skills outlook**

Anticipating future skills needs in the racing industry is crucial to prepare for and meet the new demands of Australian communities and racing markets.

Leading indicators of the current and future skills needs in the industry include:

- trends and/or estimates of workforce supply, skill shortages, employment growth or growing occupations
- future changes in workplace and job design that are driven by innovation at the business and/or industry level as a result of economic, technological, social and environmental factors as well as introduction of new policies and legislation.

The 2017–2020 outlook for skills needs and priorities in the racing industry include:

- integrity and high quality investigation skills for racing stewards and betting supervisors
- racehorse breeding skills
- self-management, entrepreneurship and transferable skills for jockeys and drivers
- skills in retraining and retiring Standardbred and Thoroughbred horses
- racetrack maintenance skills
- skills in incident management involving horses or greyhounds
- skills in assessing ex-racing greyhound for pet rehoming and foster care services
- skills for racetrack staff.

### **Additional skills development priorities for the industry**

#### **Formalisation of racing skills**

The industry requires development of competency assessment tools to assist trainers, and workers to become trainers, with the awarding of relevant qualifications based on previous workplace experience.

There are two drivers for this development need from different areas of racing: horses and greyhounds.

**Horses:** With the release of the new Certificate II in Horse Care, current trainers and assessors will need to undertake an assessment process to ensure they meet the requirements to deliver the qualification. To ensure the delivery of the Certificate II in Horse

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<sup>13</sup> Australian Bureau of Statistics, 2012, *Sport and Recreation: A Statistical Overview, Australia*.

<sup>14</sup> Racing Australia, 2016, *Racing Season 2015/2016 Fact Book*, <<http://publishingservices.risa.com.au/otherpublications/Factbook%202015-2016/Factbook2015-2016/#69/z>>.

Care can start as soon as possible, trainers and assessors will need to be awarded vocational competence prior to registered training organisations being able to have the qualification added to scope.

**Greyhounds:** Many people working in greyhound racing have never undertaken any vocational education related to greyhound breeding, raising and racing. Instead, many of their skills have been acquired through workplace experience. To ensure that the skills of racing industry integrity and animal welfare are being delivered in the 'workplace' (as it could be in someone's home) an assessment process must be undertaken and then skill gap training undertaken. The new qualifications, skill sets and units of competency should not be a deterrent from entering the industry or a driver for people to leave the industry.

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Refer to the Racing Industry Reference Committee's *Skills Forecast and Proposed Schedule of Work* available at <http://www.skillsimpact.com.au/racing/skills-forecast/> for further details.

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## Implementation information

### Industry sectors and occupational outcomes of qualifications

The *RGR Racing Training Package* currently includes the following industry sectors:

- Performance Services Greyhounds

The units of competency, skill sets and qualifications in the *RGR Racing Training Package Training Package* cover a diverse range of work activities within the industry. The following table lists the qualifications and provides an overview of occupational outcomes for each qualification.

Qualification	Overview of occupational outcomes
<b>Certificate III</b> RGR30117 Certificate III in Racing (Greyhound)	The Certificate III qualification reflects the role of individuals required to apply a broad range of knowledge and skills in varied contexts and undertake skilled work. Certificate III is suitable for experienced operators, technicians and trades workers. Certificate III serves also as a pathway for further learning.
<b>Certificate II</b> RGR20117 Certificate II in Racing (Greyhound)	The Certificate II qualification reflects the role of individuals who undertake mainly routine work. Generally, Certificate II is used as an induction into the industry and is aligned to operator, production and assistant roles. Certificate II serves also to offer a pathway for further learning.

### Occupational outcomes

The following table provides a summary of typical occupational outcomes of each AQF qualification in each industry sector.

#### Performance Services Greyhounds

Qualification	Typical occupational outcomes
RGR20117 Certificate II in Racing (Greyhound)	<ul style="list-style-type: none"> <li>▪ Kennelhand (Greyhound)</li> </ul>
RGR30117 Certificate III in Racing (Greyhound)	<ul style="list-style-type: none"> <li>▪ Greyhound trainer</li> <li>▪ Greyhound breeder</li> </ul>

## Key features of the training package and the industry that will impact on the selection of training pathways

A *pathway* is the route or course of action taken to get to a destination. A *training pathway* describes learning activities or experiences used to attain the competencies needed to achieve career goals.

### AQF Qualifications Pathways Policy Requirements

The AQF Qualifications Pathways Policy,<sup>15</sup> as part of the Australian Qualifications Framework, supports students' lifelong learning by aiming to:

- recognise the multiple pathways that students take to gain AQF qualifications and that learning can be formal and informal
- enhance student progression into and between AQF qualifications, both horizontally (across AQF qualifications at the same level) and vertically (between qualifications at different levels).
- support the development of clear pathways in the design of qualifications.

### Multiple pathways to gain qualifications

In line with requirements of the *AQF Pathways Policy*, the *RGR Racing Training Package* allows for individuals to follow a training and assessment pathway, or recognition of prior learning (RPL) pathway (or combinations of each pathway) to complete the units of competency needed to be awarded a qualification. These pathways are shown in the following diagram.



### Training and assessment pathway

Training and assessment pathways usually incorporate a mix of formal, structured training and workplace experience to build skills and knowledge together with formative and summative assessment activities through which individuals can demonstrate their skills and knowledge. Structured training and assessment courses may be conducted:

- face-to-face
- by distance or e-learning
- in the workplace.
- by combining face-to-face, distance, e-learning and/or workplace delivery.

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<sup>15</sup> The AQF Qualifications Pathways Policy is available to download from the Australian Qualifications Framework website: <<http://www.aqf.edu.au/aqf/in-detail/aqf-policies/>>

## **RPL pathway**

RPL acknowledges that individuals may already have the skills and knowledge required for all or part of a qualification. Individuals can gain credit towards a qualification by providing evidence of their current competency, which may have been gained through formal or informal learning, work experience or general life experience.

## **Australian apprenticeships/traineeships**

Apprenticeships and traineeships are legally binding training arrangements, between an employer and employee, which combine training with paid employment. Each State or Territory Training Authority (STA) administers apprenticeships and traineeships in their jurisdiction<sup>16</sup>. Qualifications used for apprenticeships and traineeships are decided by each STA and may vary across jurisdictions. The following advice regarding the suitability and availability of apprenticeship and traineeships has been provided by industry stakeholders. Training package users should contact the relevant STA to confirm the availability of apprenticeship and traineeships for specific qualifications.

*RGR Racing Training Package* has been designed to facilitate implementation of Australian Apprenticeships/Traineeships and the following qualifications may be suitable for their delivery:

- RGR20117 Certificate II in Racing (Greyhound)
- RGR30117 Certificate III in Racing (Greyhound)

## **VET for secondary students**

Vocational Education and Training (VET) programs enable students to acquire workplace skills and knowledge while they are still at school. Successful completion of a VET program provides a student with a nationally recognised AQF qualification (or particular units of competency), usually as part of a senior secondary certificate. VET programs are packaged and delivered in various ways across Australia. The three main delivery arrangements used are:

- schools hold RTO status
- school sectoral bodies (such as Boards of Studies or regional offices) hold RTO status on behalf of a group of schools
- schools work in partnership with RTOs.

No qualifications have currently been identified for delivery as VET programs for secondary students. Training package user should contact the relevant STA to confirm whether particular qualification can be delivered in VET programs for secondary students.

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<sup>16</sup> The Australian Apprenticeships website offers information about traineeships and apprenticeships. Visit <[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)> for more information. STA contact details are provided in the Links section of this Implementation Guide.

## Progression between qualifications

Qualifications have been designed to allow learners to progress into and between both qualifications and skill sets. The following diagram shows the various options for movement into and between current qualifications and skill sets in the *RGR Racing Training Package*.



Certificate IV in Racing Services (Steward)

RGRSS00032 Greyhound Stewarding Skill Set

## **Entry requirements for qualifications**

Any specific entry requirement for qualifications in the *RGR Racing Training Package* are included in each qualification. These entry requirements ensure an individual has the skills and knowledge required to undertake the qualification.

No qualifications contain specific entry requirements.

## **Selecting electives to enable different occupational outcomes**

Qualifications include elective units that should be selected according to the needs of the learner. The choice of elective units may be negotiated between the learner and/or employer, and the RTO conducting the training program.

Some qualifications allow electives to be selected from within the training package, and also from other training packages and accredited courses. Wherever they are selected from, elective units should provide a vocational focus for the qualification and be relevant to the:

- AQF qualification level
- job role
- work outcomes
- local industry needs
- area of specialisation (if required).

## Training package delivery and assessment

Some specific considerations in relation to the delivery and assessment of the *RGR Racing Training Package* are included below.

### Trainer and assessor qualifications

RTOs must ensure that both training and assessment complies with the relevant standards<sup>17</sup>. In general terms, training and assessment must be conducted by individuals who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

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Assessors of some units of competency may have to meet requirements in addition to those of the *Standards for Registered Training Organisations (RTOs) 2015/AQTF* requirements for assessors.

Check the *Assessment Conditions* section (provided in the assessment requirements that accompany each unit of competency) for specific assessor requirements.

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### Amount of training and volume of learning

RTOs must create a training and assessment strategy for delivery of AQF qualifications that reflects the complexity required of that qualification. An essential consideration in the training and assessment strategy is to ensure the amount of training provided is sufficient so that the learner can:

- meet the requirements of each qualification
- gain the skills and knowledge specified in the units of competency.

The amount of training involves all the formal learning activities provided to a learner, for example, classes, tutorials, field-work, lectures, online or self-paced study, as well as workplace learning. Training should take into account the need to allow learners to reflect on and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.

AQF qualifications differ in terms of their complexity. The complexity of a qualification is defined by:

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<sup>17</sup> RTOs regulated by Australian Skills Quality Authority (ASQA) must comply with the Standards for Registered Training Organisations (RTOs) 2015. RTOs regulated by the Western Australian Training Accreditation Council (WA TAC) or the Victorian Registration and Qualifications Authority (VRQA) must check with their regulator for current requirements.

- the breadth and depth of the knowledge
- skills required
- application of knowledge and skills, and
- the AQF volume of learning.

The AQF volume of learning describes how long a learner, without any competencies identified in the qualification, would normally take to develop all the required skills and knowledge at that qualification level. The volume of learning includes all teaching, learning and assessment activities that are undertaken by the typical student to achieve the learning outcomes of the particular qualification.<sup>18</sup>

The qualifications, together with indicative volume of learning requirements, are outlined in the following table.<sup>19</sup>

Qualification	Years	Hours
Certificate I	0.5 – 1 year	600 – 1200 hours
Certificate II	0.5 – 1 year	600 – 1200 hours
Certificate III	1 – 2 years	1200 – 2400 hours
Certificate IV	0.5 – 2 years	600 – 2400 hours
Diploma	1 – 2 years	1200 – 2400 hours
Advanced diploma	1.5 – 2 years	1800 – 2400 hours
Graduate Certificate	0.5 – 1 year	600 – 1200 hours
Graduate Diploma	1 – 2 years	1200 – 2400 hours

Note:

1. Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.
2. Certificate IV qualifications are often either:
  - shorter duration specialist qualifications that build on existing skills and knowledge
  - longer duration qualifications that are designed as entry level requirements for specific work roles.

These indicators should be used as a starting point only and many factors can affect the actual volume of learning requirements.

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<sup>18</sup> Information sourced from Australian Government, ASQA, *Fact Sheet: Determining the amount of training*, <[https://www.asqa.gov.au/sites/g/files/net2166/f/FACT\\_SHEET\\_Amount\\_of\\_training.pdf](https://www.asqa.gov.au/sites/g/files/net2166/f/FACT_SHEET_Amount_of_training.pdf)> viewed June 2017:

<sup>19</sup> Information sourced from Australian Government, ASQA, *Users' Guide to the Standards for RTOs 2015*, <<https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-one/clauses-1.1-1.4>> viewed June 2017:

## **Access and equity considerations**

An RTO's training and assessment practices should minimise any barriers to training and assessment by considering the individual needs of learners. Some needs that could affect an individual's participation in training and assessment include:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

While the design and content of this training package supports equitable access and progression for all learners, it is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individual learners
- determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes for learners who are located at a distance from a campus location
- checking that materials are culturally appropriate for learners and amending, as necessary
- making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

## **Reasonable adjustment for learners with disabilities**

A legislative framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, RTOs must take steps to provide enrolled learners with recognised disabilities access to same training as learners without disabilities.

In some cases, 'reasonable adjustments' are made to the training environment, training delivery, learning resources and/or assessment tasks to meet the needs of a learner with a disability. An adjustment is 'reasonable' if it can accommodate the learner's particular needs, while also taking into account factors such as:

- the views of the learner
- the potential effects of the adjustment on the learner and others
- the costs and benefits of making the adjustment to the RTO.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace.<sup>20</sup>

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<sup>20</sup> The *Disability Standards for Education, 2005* and accompanying guidance notes can be downloaded at <http://education.gov.au/disability-standards-education>.

## Foundation skills in units of competency

Foundation skills are the ‘non-technical skills’ that individuals need so they can participate effectively in workplaces, in education and training, and in their communities.

Under the *Standards for Training Packages 2012*, training package developers must include foundation skills in units of competency, however, the method and format for doing this has not been prescribed.

In the *RGR Racing Training Package* (and all training packages developed by Skills Impact) the foundation skills are shown in a table format as shown in the following example.

<b>Foundation Skills</b>	
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.	
<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"><li>▪ Interprets recipes and ingredient labels</li><li>▪ Comprehends equipment operating instructions</li></ul>
Writing	<ul style="list-style-type: none"><li>▪ Maintains production records using required format, language and structure</li></ul>
Numeracy	<ul style="list-style-type: none"><li>▪ Calculates and measures ingredients</li><li>▪ Sets cooking temperatures and timers</li></ul>
Navigate the world of work	<ul style="list-style-type: none"><li>▪ Follows legislative and workplace requirements including food safety, quality and environmental requirements, associated with own role and area of responsibility</li></ul>
Get the work done	<ul style="list-style-type: none"><li>▪ Plans own workload and monitors own adherence to schedules and work requirements</li><li>▪ Makes routine decisions within familiar situations</li><li>▪ Uses digital technologies to set equipment parameters and access information</li></ul>

## Frameworks used

The foundation skills are derived from two national frameworks:

- The *Australian Core Skills Framework (ACSF)* is used to identify learning, language, literacy and numeracy (LLN) skills.
- The *Core Skills for Work Developmental Framework (CSfW)* is used to identify employability/employment skills.

The skills included in these two frameworks are summarised in the table below.

ACSF	CSfW	
Skills	Skills clusters	Skills or focus area
<ul style="list-style-type: none"> <li>▪ Learning</li> <li>▪ Reading</li> <li>▪ Writing</li> <li>▪ Oral Communication</li> <li>▪ Numeracy</li> </ul>	Navigate the world of work	<ul style="list-style-type: none"> <li>▪ Managing one's own career and work life</li> <li>▪ Understanding one's own work role, and the associated rights and obligations</li> </ul>
	Interact with others	<ul style="list-style-type: none"> <li>▪ Communicating in the workplace</li> <li>▪ Connecting and working with others</li> <li>▪ Recognising, respecting and using diverse perspectives</li> </ul>
	Get the work done	<ul style="list-style-type: none"> <li>▪ Planning and organising workplace tasks</li> <li>▪ Making decisions</li> <li>▪ Identifying and solving problems</li> <li>▪ Being creative and innovate</li> <li>▪ Working with digital systems/technologies</li> </ul>

The five skills from the ACSF are identified separately with descriptions explaining how the skill underpins the performance criteria. The three skill clusters from the CSfW are identified with descriptions explaining how the respective skill or focus area(s) underpin the performance criteria.

The foundation skills table in each unit:

- identifies applicable underpinning skills
- describes the application of each skill in the context of the performance criteria.

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Only those foundation skills that **ARE NOT** explicit in the performance criteria appear in the foundation skills mapping table.

The foundation skills are an integrated part of the unit for training and assessment purposes. Therefore it is important that users look closely at both the foundation skills and the performance criteria, to make sure that **all** foundation skills are considered during delivery and assessment.

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## Key legislative implications for implementation

Regulatory or licensing requirements are identified in the *Application* field of units of competency and the *Qualification description* field in qualifications. If there are no particular requirements, then the statement 'No occupational licensing, legislative or certification requirements apply to this unit/qualification at the time of publication' will appear.

## Health and safety requirements

In general, health and safety requirements are addressed in specific work health and safety units of competency or embedded in particular units of competency in the *RGR Racing Training Package*.

RTOs must make sure that delivery of health and safety content is contextualised to comply with the relevant legislation in the state/territory in which they are training. Details of state and territory regulators, together with some useful workplace health and safety organisations, have been included in the following tables.

State/Territory Regulators		
State/Territory	Regulating Body	Website
<b>Australian Capital Territory</b>	WorkSafe ACT	<a href="http://www.worksafe.act.gov.au">http://www.worksafe.act.gov.au</a>
<b>New South Wales</b>	SafeWork NSW	<a href="http://www.safework.nsw.gov.au">http://www.safework.nsw.gov.au</a>
<b>Northern Territory</b>	NT WorkSafe	<a href="http://www.worksafe.nt.gov.au">http://www.worksafe.nt.gov.au</a>
<b>Queensland</b>	Workplace Health and Safety Queensland, Office of Industrial Relations (WHSQ)	<a href="http://www.worksafe.qld.gov.au">http://www.worksafe.qld.gov.au</a>
<b>South Australia</b>	SafeWork SA	<a href="http://www.safework.sa.gov.au">http://www.safework.sa.gov.au</a>
<b>Tasmania</b>	WorkSafe Tasmania	<a href="http://worksafe.tas.gov.au">http://worksafe.tas.gov.au</a>
<b>Victoria</b>	WorkSafe Victoria	<a href="http://www.worksafe.vic.gov.au">http://www.worksafe.vic.gov.au</a>
<b>Western Australia</b>	WorkSafe WA	<a href="http://www.commerce.wa.gov.au/WorkSafe">http://www.commerce.wa.gov.au/WorkSafe</a>

National organisations		
Name	Function	Website
Safe Work Australia	Leads the development of national policy to improve work health and safety and workers' compensation arrangements across Australia.	<a href="http://www.safeworkaustralia.gov.au">http://www.safeworkaustralia.gov.au</a>
Comcare	The Comcare scheme provides rehabilitation and workers'	<a href="http://www.comcare.gov.au">http://www.comcare.gov.au</a>

	compensation and occupational health and safety arrangements for Australian Government employees and for the employees of organisations which self-insure under the scheme.	
National Industrial Chemicals Notification and Assessment Scheme (NICNAS)	NICNAS is the Australian Government regulator of industrial chemicals. NICNAS is responsible for: providing a national notification and assessment scheme to protect the health of the public, workers and the environment from the harmful effect of industrial chemicals, and assessing all chemicals new to Australia and those chemicals already used (existing chemicals) on a priority basis, in response to concerns about their safety on health and environmental grounds.	<a href="http://www.nicnas.gov.au">http://www.nicnas.gov.au</a>

## Other legislative requirements

The Racing industry operates under a range of acts, regulations and/or industry standards. Following is a summary of key requirements.

The following table lists the particular requirements that may impact on qualifications and/or skill sets in the *RGR Racing Training Package*

Some units of competency (and their associated assessment requirements) contain references to 'industry standards'. 'Industry standards' may relate to:

- existing legislative instruments
- current industry 'good' practice.

**Note:** Selection of elective units of competency that specify particular licensing, legislative or certification requirements may impact on qualifications. This includes all qualifications, not just those listed in the table.

Qualification/Unit of competency	Description of requirement
All PSG units of competency	<ul style="list-style-type: none"><li>▪ National Rules of Racing, known as GARS available from <a href="http://www.galtd.org.au/industry/greyhounds-australasia-rules">http://www.galtd.org.au/industry/greyhounds-australasia-rules</a></li><li>▪ Local Rules of Racing, available from individual state greyhound regulatory authorities</li><li>▪ Codes of Practice developed by individual state greyhound regulatory authorities</li></ul>

The Australian racing industry operates under a high level of regulation. Each state and territory is governed by a Principal Racing Authority (PRA), in addition to the national racing control board:

- Thoroughbreds— Racing Australia
- Harness— Harness Racing Australia
- Greyhounds— Greyhounds Australasia.

### Australian Rules of Racing and Australasian Rules of Greyhound Racing

The industry is governed by rules approved by the national racing authorities for each sector (Thoroughbred, harness and greyhound racing) to ensure that horse and greyhound racing in Australia is conducted according to the same general practices, conditions and integrity. They ensure the safety of the participants and manage a well-regarded equine welfare program. All three codes have sets of local and Australian (Thoroughbred and harness racing) or Australasian (greyhound racing) rules. However, for greyhounds, the local rules of the state or territory take precedence over the national rules in the event of an inconsistency. All registered participants, including trainers and owners, are expected to make themselves familiar with the rules.

In the course of its investigation into equine training programs in Australia, the Australian Skills Quality Authority (ASQA) found that, while there are voluntary codes or guides (including one developed by Safe Work Australia), there is no consistent approach for managing work health and safety risks in horse racing across Australia.<sup>21</sup> Industry works

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<sup>21</sup> Australian Skills Quality Authority (ASQA), 2015, Training in equine programs in Australia.

closely with state work safety authorities and this means that there are state differences in approaches (as there are with most industries).

### ***Australian Stud Book, Australian Trotting Stud Book and Australian and New Zealand Greyhound Stud Book***

Strict industry regulations are applied to ensure the integrity of Thoroughbred and Standardbred racehorses in Australia, and to provide racing officials with a reliable identification system. Horse identification procedures include DNA testing of mares and foals, branding, microchips and identification cards for foals, and horse recording statistics in the *Australian Stud Book* for Thoroughbreds and the *Australian Trotting Stud Book* for Standardbred horses.

For instance, the *Australian Stud Book* is the official record and publication of Thoroughbred bloodlines for horses born in Australia. Its core responsibility is the maintenance, accuracy, quality and integrity of these records. The *Australian Stud Book* operates under the Rules of the Australian Stud Book and the Australian Rules of Racing, and meets international standards. Horses without registered parents cannot be officially named and are not eligible for entry into the *Australian Stud Book*. However, horses may be registered as racehorses in the Register of Racehorses, allowing them to compete in almost all races.

The *Australian and New Zealand Greyhound Stud Book* provides information to owners and breeders regarding the pedigrees of greyhounds in Australia and New Zealand.

### **Biosecurity Import Conditions (BICON)**

Strict quarantine requirements exist, by law, for imported horses and any people or goods in contact with the horse. Horses brought into Australia must meet all current Biosecurity Import Conditions overseen by the Department of Agriculture and Water Resources. Under these conditions, imported horses are required to undergo both pre-export and post-entry quarantine. Before arrival in Australia, horses must undergo pre-export quarantine for a minimum 14 days at an approved facility in their home country. On arrival in Australia, horses complete post-entry quarantine for a minimum 14 days<sup>22</sup>. Additionally, Western Australia has strict guidelines for any horses coming in from the eastern states.

### **Racing animals' welfare**

Treatment of racing animals before, during and after their racing careers is also regulated by the industry. For example, Harness Racing Australia, Racing Australia and the state PRAs are working on better recording of racing animal outcomes, for example under a new Australian Rule of Racing, the managing owner of each Thoroughbred horse is required to report on the retirement of their horse, advising the reason for the horse's retirement and plans for the horse beyond its racing career.

In each state and territory, greyhound racing authorities manage adoption programs for greyhounds that have retired from racing. Authorities are also working on improving the recording of greyhound outcomes. Most greyhounds that enter the program undergo a period of foster care prior to adoption. There are also volunteer groups that repatriate greyhounds as pets.

### **Environmental protection measures**

The industry is also subject to national and state regulations regarding environmental aspects such as effluent disposal.

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<sup>22</sup> Department of Agriculture and Water Resources, 2015, 'Importing Horses', <<https://postentryquarantine.govspace.gov.au/2015/07/30/importing-horses/>>

## Code of Practice

SafeWork NSW has released a Code of Practice– Managing Risks When New or Inexperienced Riders or Handlers Interact With Horses in the Workplace.

## Regulated occupations in the industry

Jockeys, trainers, track work riders, harness drivers and stablehands all require racing industry licences that are coordinated through the PRAs, including for owners in the case of greyhounds. Apprentice jockeys are required to complete the Certificate IV in Racing (Jockey) prior to applying for a jockey’s licence. However, this requirement is not enshrined within the Australian Rules of Racing. Harness drivers can complete a skill set from the Certificate IV in Racing (Harness Race Driver) prior to being licensed as a B Grade Race Driver. In all cases, obtaining the qualification is not an automatic guarantee of a licence as other factors are taken into account.<sup>23</sup> For trainers, as an example, these factors include a good civil record, ability to train Thoroughbreds, satisfactory stabling and training facilities, suitable financial resources, and knowledge of the local and Australian Rules of Racing (for trainers). Greyhound racing related qualifications are being looked at for use in the licensing process for registered participants within the industry by each state PRA.

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Users of this Implementation Guide are advised to keep up-to-date with changes to legislative requirements by checking with the relevant regulatory authority.

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<sup>23</sup> FutureNow – Creative and Leisure Industries Training Council, 2015, Sport, Recreation and Racing Industries Workforce Development Plan.

## Training and assessing environments

The Assessment Conditions section of the Assessment Requirements states whether assessment must take place in a real workplace or whether an environment that ‘accurately represents workplace conditions’ can be used.

An environment that accurately represents workplace conditions is one which offers real life working conditions with the actual characteristics of that working environment, including equipment, interactions with other people and completion of tasks within timeframes, if these are requirements of the working environment.

Sometimes conducting training and assessment in a real workplace is not possible or practical. If conducting training and assessment in a non-workplace environment, trainers and assessors must make sure that learners have opportunities to complete tasks:

- to the quality standards, and within the acceptable timeframes, required by the industry
- in a manner that meets the industry’s safety standards.

## Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific sectors covered by this Training Package vary across each state and territory and can change from time to time. Contact the relevant state or territory department/s to check. STA contact details are provided in the Links section of this Implementation Guide. The Fair Work Ombudsman has some general guidelines and fact sheets about unpaid work.<sup>24</sup>

Work placements should always involve the appropriate supervision and guidance from individuals in the workplace and trainers and assessors from the RTO and must adhere to required legislation that applies in the jurisdiction e.g. learners must be supplied with the appropriate personal protection equipment (PPE) and training on how to use the PPE effectively prior to undertaking tasks that include health and safety risks.

## Resources and equipment lists

RTOs must make sure that all resources and equipment required to train and assess units of competency are available. Details of specific resources, including equipment and materials essential for assessment, are listed in the Assessment Conditions sections of Assessment Requirements documents. Where units of competency require assessment in the workplace, the workplace must include the full range of equipment required to do the task, as listed in the Assessment Conditions.

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<sup>24</sup> Fair Work Ombudsman: < <http://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/unpaid-work>>

## Training Package developer's quality assurance process for Companion Volumes

Companion Volumes are developed in consultation with industry representatives, trainers and assessors, and representatives of Industry Reference Committees (IRCs) and Technical Advisory Committees (TACs). These key stakeholder representatives provide and review content to ensure that information is relevant and useful.

The Companion Volumes undergo continuous improvement in response to feedback lodged on the Skills Impact website ([http://www.skillsimpact.com.au/contact/.](http://www.skillsimpact.com.au/contact/))

## Links

### Industry links

Organisation	Detail	Contact
Australian Greyhound Veterinarians	A special interest group of the Australian Veterinary Association. Website is a source of health and welfare information for all those involved with greyhounds.	<a href="http://www.agva.ava.com.au">http://www.agva.ava.com.au</a>
Greyhound Racing Australasia	National group made up of members who are the controlling authorities listed below by jurisdiction	<a href="http://www.galtd.org.au">http://www.galtd.org.au</a>
Greyhound Racing NSW	NSW greyhound racing control authority	<a href="http://www.grnsw.com.au">http://www.grnsw.com.au</a>
Greyhound Racing South Australia	SA greyhound racing control authority	<a href="http://www.grsa.com.au">http://www.grsa.com.au</a>
Greyhound Racing Victoria	Victorian greyhound racing control authority	<a href="http://www.grv.org.au/">http://www.grv.org.au/</a>
TasRacing, Tasmania	Tasmanian racing control authority	<a href="https://www.tasracingcorporate.com.au/">https://www.tasracingcorporate.com.au/</a>
Racing and Wagering WA	WA greyhound racing control authority	<a href="https://www.rwwa.com.au">https://www.rwwa.com.au</a>
Racing Queensland	Qld greyhound racing control authority	<a href="https://www.racingqueensland.com.au">https://www.racingqueensland.com.au</a>

## State and Territory Training Authorities

State/Territory	Website
Australian Capital Territory	<a href="http://www.det.act.gov.au/">http://www.det.act.gov.au/</a>
New South Wales	<a href="https://www.dec.nsw.gov.au/">https://www.dec.nsw.gov.au/</a>
Northern Territory	<a href="http://www.dob.nt.gov.au/">http://www.dob.nt.gov.au/</a>
Queensland	<a href="http://training.qld.gov.au/">http://training.qld.gov.au/</a>
South Australia	<a href="http://www.statedevelopment.sa.gov.au/">http://www.statedevelopment.sa.gov.au/</a>
Tasmania	<a href="http://www.skills.tas.gov.au/">http://www.skills.tas.gov.au/</a>
Victoria	<a href="http://www.education.vic.gov.au/">http://www.education.vic.gov.au/</a>
Western Australia	<a href="http://www.dtwd.wa.gov.au">http://www.dtwd.wa.gov.au</a>

## General

Organisation/Resource	Details	Website
Australian Qualifications Framework: Second edition, January 2013	National policy for regulated qualifications in Australian education and training	<a href="http://www.aqf.edu.au/">http://www.aqf.edu.au/</a>
Training.gov	National register of training packages	<a href="http://www.training.gov.au/">http://www.training.gov.au/</a>
Australian Apprenticeships	Quick and easy access to information about Australian apprenticeships	<a href="http://www.australianapprenticeships.gov.au">www.australianapprenticeships.gov.au</a>
Australian Skills Quality Authority (ASQA)	National regulator for Australia's vocational education and training sector	<a href="http://www.asqa.gov.au">http://www.asqa.gov.au</a>
Training Accreditation Council Western Australia (WA TAC)	Regulates vocational education and training in WA	<a href="http://www.tac.wa.gov.au">http://www.tac.wa.gov.au</a>
Victorian Registration and Qualifications Authority (VRQA)	Regulates vocational education and training in Victoria Regulates apprenticeships and traineeships in Victoria	<a href="http://www.vrqa.vic.gov.au/">http://www.vrqa.vic.gov.au/</a>

Organisation/Resource	Details	Website
Safe Work Australia	Leads the development of national policy to improve work health and safety and workers' compensation arrangements	<a href="http://www.safeworkaustralia.gov.au/sites/SWA">http://www.safeworkaustralia.gov.au/sites/SWA</a>

## Appendix 1: List of Qualifications, Skill Sets and Units of Competency

### Qualifications in *RGR Racing Training Package version 1*

Qualification Code	Qualification Title
RGR20117	Certificate II in Racing (Greyhound)
RGR30117	Certificate III in Racing (Greyhound)

### Skill Sets in *RGR Racing Training Package version 1*

Skill Set Code	Skill Set Title
RGRSS00025	Animal Welfare for Greyhound Racing Skill Set
RGRSS00026	Greyhound Attendant Skill Set
RGRSS00027	Greyhound Breeding Skill Set
RGRSS00028	Greyhound Catcher Skill Set
RGRSS00029	Greyhound Primary Educator Skill Set
RGRSS00030	Greyhound Racing Integrity Skill Set
RGRSS00031	Greyhound Rearing Skill Set
RGRSS00032	Greyhound Stewarding Skill Set
RGRSS00033	Greyhound Whelping Skill Set

## Units of competency in *RGR Racing Training Package version 1*

Unit of Competency Code	Unit of Competency Title
RGRPSG201	Handle greyhounds
RGRPSG202	Transport greyhounds
RGRPSG203	Promote and enhance greyhound behaviour
RGRPSG204	Attend greyhounds during and after exercise routines
RGRPSG205	Attend greyhounds at race meetings
RGRPSG206	Catch and control greyhounds
RGRPSG207	Demonstrate greyhound racing industry integrity and ethical practice
RGRPSG208	Promote and enhance greyhound health and welfare
RGRPSG209	Ethically rehome a greyhound
RGRPSG301	Rear greyhounds
RGRPSG302	Assess health and provide first aid for greyhounds
RGRPSG303	Meet nutritional needs of greyhounds
RGRPSG304	Participate in greyhound racing inquiries and appeals
RGRPSG305	Coordinate greyhound breeding
RGRPSG306	Determine care and treatment needs of racing greyhounds
RGRPSG307	Train and race greyhounds
RGRPSG308	Whelp greyhounds
RGRPSG309	Educate a greyhound
RGRSTD409	Perform the duties of a race day steward

## Units of competency in *RGR Racing Training Package version 1* with prerequisites

Unit of Competency Code and Title	Prerequisite Unit of Competency Code and Title
RGRPSG202 Transport greyhounds	RGRPSG201 Handle greyhounds
RGRPSG204 Attend greyhounds during exercise routines	RGRPSG201 Handle greyhounds
RGRPSG205 Attend greyhounds at race meetings	RGRPSG201 Handle greyhounds
RGRPSG206 Catch and control greyhounds	RGRPSG201 Handle greyhounds
RGRPSG208 Promote and enhance greyhound health and welfare	RGRPSG201 Handle greyhounds
RGRPSG209 Ethically rehome a greyhound	RGRPSG201 Handle greyhounds
RGRPSG301 Rear greyhounds	RGRPSG201 Handle greyhounds
RGRPSG302 Assess health and provide first aid for greyhounds	RGRPSG201 Handle greyhounds
RGRPSG303 Meet nutritional needs of greyhounds	RGRPSG201 Handle greyhounds
RGRPSG306 Determine care and treatment needs of racing greyhounds	RGRPSG201 Handle greyhounds
RGRPSG307 Train and race greyhounds	RGRPSG201 Handle greyhounds
RGRPSG308 Whelp greyhounds	RGRPSG201 Handle greyhounds
RGRPSG309 Educate a greyhound	RGRPSG201 Handle greyhounds

## Imported Units of Competency

Imported Unit of Competency Code and Title	Source training package
ACMGAS202 Participate in workplace communications	ACM Animal Care and Management Training Package
ACMGAS304 Carry out simple breeding procedures	ACM Animal Care and Management Training Package
ACMWHS201 Participate in work health and safety processes	ACM Animal Care and Management Training Package
ACMWHS301 Contribute to work health and safety processes	ACM Animal Care and Management Training Package
BSBSMB303 Organise finances for the micro business	BSB Business Services Training Package
BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business	BSB Business Services Training Package
BSBSMB405 Monitor and manage small business operations	BSB Business Services Training Package
BSBSMB407 Manage a small team	BSB Business Services Training Package
HLTAID003 Provide first aid	HLT Health Training Package

## Appendix 2: Mapping information

The information provided is a general summary only. Skills Impact Ltd recommends using the Compare Content Tool available on the training.gov.au (TGA) website for more information about specific changes. Visit <https://www.youtube.com/watch?v=EjhNe3Bu0H4> to watch a video on how to use this tool.

### Qualification Mapping

Mapping from RGR08 Racing Training Package version 2 to RGR Racing Training Package version 1.

RGR08 Racing Training Package version 2 Qualification code and title	RGR Racing Training Package version 1 Qualification code and title	Comments	Equivalency Status
RGR20213 Certificate II in Racing (Greyhound)	RGR20117 Certificate II in Racing (Greyhound)	Updated to meet Standards for Training Packages. Core units changed.	No equivalent qualification
	RGR30117 Certificate III in Racing (Greyhound)	New qualification	No equivalent qualification

### Skill Set Mapping

Mapping from RGR08 Racing Training Package version 2 to RGR Racing Training Package version 1.

RGR08 Racing Training Package version 2 Skill Set code and title	RGR Racing Training Package version 1 Skill Set code and title	Comments	Equivalency Status
	RGRSS00025 Animal Welfare for Greyhound Racing Skill Set		No equivalent skill set
	RGRSS00026 Greyhound Attendant Skill Set		No equivalent skill set
	RGRSS00027 Greyhound Breeding Skill Set		No equivalent skill set
	RGRSS00028 Greyhound Catcher Skill Set		No equivalent skill set
	RGRSS00029 Greyhound Primary Educator Skill Set		No equivalent skill set
	RGRSS00030 Greyhound Racing Integrity Skill Set		No equivalent skill set

<b>RGR08 Racing Training Package version 2 Skill Set code and title</b>	<b>RGR Racing Training Package version 1 Skill Set code and title</b>	<b>Comments</b>	<b>Equivalency Status</b>
	RGRSS00031 Greyhound Rearing Skill Set		No equivalent skill set
	RGRSS00032 Greyhound Stewarding Skill Set		No equivalent skill set
	RGRSS00033 Greyhound Whelping Skill Set		No equivalent skill set

## Unit of Competency Mapping

Mapping from RGR08 Racing Training Package version 2 to RGR Racing Training Package version 1.

<b>RGR08 Racing Training Package version 2 Unit code and title</b>	<b>RGR Racing Training Package version 1 Unit code and title</b>	<b>Comments</b>	<b>Equivalency Status</b>
RGRCMN001A Comply with the rules of racing and related protocols	RGRPSG207 Demonstrate greyhound racing industry integrity and ethical practice	Content used to create greyhound specific unit.	No equivalent unit
RGRPSG201A Handle greyhounds	RGRPSG201 Handle greyhounds	Updated to meet Standards for Training Packages	Equivalent unit
RGRPSG202A Transport greyhounds	RGRPSG202 Transport greyhounds	Updated to meet Standards for Training Packages Inclusion of prerequisite, <i>RGRPSG201 Handle greyhounds.</i>	No equivalent unit
RGRPSG204A Attend greyhounds during exercise routines	RGRPSG204 Attend greyhounds during and after exercise routines	Updated to meet Standards for Training Packages Title changed to reflect unit content Inclusion of prerequisite <i>RGRPSG201 Handle greyhounds.</i>	No equivalent unit
RGRPSG205A Attend greyhounds at race meetings	RGRPSG205 Attend greyhounds at race meetings	Updated to meet new Standards for Training Packages. Inclusion of prerequisite <i>RGRPSG201 Handle greyhounds.</i>	No equivalent unit
RGRPSG206A Perform duties of greyhound catcher	RGRPSG206 Catch and control greyhounds	Title changed for clarity. Inclusion of prerequisite <i>RGRPSG201 Handle greyhounds.</i>	No equivalent unit
RGRPSG301A Supervise handling of greyhounds	RGRPSG203 Promote and enhance greyhound behaviour	Content of <i>RGRPSG301A Supervise handling of greyhounds</i> has been incorporated into:	No equivalent unit

<b>RGR08 Racing Training Package version 2 Unit code and title</b>	<b>RGR Racing Training Package version 1 Unit code and title</b>	<b>Comments</b>	<b>Equivalency Status</b>
		<ul style="list-style-type: none"> <li>▪ <i>RGRPSG208 Promote and enhance greyhound health and welfare</i></li> <li>▪ <i>RGRPSG209 Ethically rehome a greyhound</i></li> <li>▪ <i>RGRPSG203 Promote and enhance greyhound behaviour</i></li> </ul>	
RGRPSG301A Supervise handling of greyhounds	RGRPSG208 Promote and enhance greyhound health and welfare	<p>Content of RGRPSG301A Supervise handling of greyhounds has been incorporated into:</p> <ul style="list-style-type: none"> <li>▪ <i>RGRPSG208 Promote and enhance greyhound health and welfare</i></li> <li>▪ <i>RGRPSG209 Ethically rehome a greyhound</i></li> <li>▪ <i>RGRPSG203 Promote and enhance greyhound behaviour</i></li> </ul>	No equivalent unit
RGRPSG301A Supervise handling of greyhounds	RGRPSG209 Ethically rehome a greyhound	<p>Content of RGRPSG301A Supervise handling of greyhounds has been incorporated into:</p> <ul style="list-style-type: none"> <li>▪ <i>RGRPSG208 Promote and enhance greyhound health and welfare</i></li> <li>▪ <i>RGRPSG209 Ethically rehome a greyhound</i></li> <li>▪ <i>RGRPSG203 Promote and enhance greyhound behaviour</i></li> </ul>	No equivalent unit
RGRPSG302A Assess health and provide first aid for greyhounds	RGRPSG302 Assess health and provide first aid for greyhounds	Revised to meet Standards for Training Packages. Inclusion of prerequisite <i>RGRPSG201 Handle greyhounds</i> .	No equivalent unit
RGRPSG303A Determine nutritional requirements for racing greyhounds	RGRPSG303 Meet nutritional needs of greyhounds	Updated to meet Standards for Training Packages. Inclusion of prerequisite <i>RGRPSG201 Handle greyhounds</i> .	No equivalent unit
RGRPSG304A Participate in greyhound inquiries and appeals	RGRPSG304 Participate in greyhound racing inquiries and appeals	Updated to meet Standards for Training Packages Title changed to emphasise focus on greyhound racing.	Equivalent unit
RGRSTD401A Perform duties of stipendiary steward at race meetings and trials	RGRSTD409 Perform duties of a race day steward	Updated to meet Standards for Training Packages Code and title change to reflect outcomes of unit	Equivalent unit

<b>RGR08 Racing Training Package version 2 Unit code and title</b>	<b>RGR Racing Training Package version 1 Unit code and title</b>	<b>Comments</b>	<b>Equivalency Status</b>
	RGRPSG301 Rear greyhounds	New unit	No equivalent unit
	RGRPSG305 Coordinate greyhound breeding	New unit	No equivalent unit
	RGRPSG306 Determine care and treatment needs of racing greyhounds	New unit	No equivalent unit
	RGRPSG307 Train and race greyhounds	New unit	No equivalent unit
	RGRPSG308 Whelp greyhounds	New unit	No equivalent unit
	RGRPSG309 Educate a greyhound	New unit	No equivalent unit