



Case for Endorsement

**AHC Agriculture, Horticulture and
Conservation and Land Management
Training Package
Version 2.0**

**Submitted by Skills Impact
on behalf of
Rural and Related IRC**

June 2017

Contents

A. Administrative details.....	4
B. Description of work and request for approval.....	6
C. Evidence of Industry support	9
D. Industry expectations about training delivery.....	13
E. Implementation of the training package components	14
F. Quality assurance reports	16
G. Implementation of COAG Industry Skills Council reforms to training packages	17
H. Evidence of completion.....	18
I. IRC support	19
Appendix 1: Components for endorsement	20
Appendix 2: Industry support	22
Appendix 3: RTO concerns	28
Appendix 4: Quality assurance report	29

A. Administrative details

This section provides an overview of the relevant organisations, the case for change and training package components for endorsement.

Industry Reference Committee submitting the Case for Endorsement

This submission is made by the Rural and Related Industry Reference Committee.

Skills Service Organisation supporting the submission

Skills Impact Ltd is the Skills Service Organisation (SSO) supporting this submission.

Components submitted for approval

Four units of competency are submitted for approval.

Code	Title
AHCLSK218	Ride educated horses to carry out basic stock work
AHCLSK337	Train, care for, and ride horses for stock work
AHCLSK417	Manage horses for stock work
AHCLSK503	Develop and implement a breeding strategy

Note: The unit *AHCLSK330A Implement procedures for foaling down mares* was included in the Business Case but is not submitted for approval. This unit has been superseded by *ACMHBR312 Carry out procedures for foaling down mares*.

Please refer to **Appendix 1 Components for endorsement** for details of mapping between the draft and currently endorsed components.

Case for Change details

The Activity Order Skills Impact/TPD/2016-2017/002 was approved on 17 November 2016.

Activity start date: 5 January 2017

Activity finish date: 30 June 2017

Requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work

1. Review units of competency

The review is to focus on specific parts of the units of competency.

- Application – include the level of rider proficiency required for participation in training and update the licensing statement.
- Elements and performance criteria – ensure strong and consistent focus on safety in riding and handling.
- Foundation skills table – ensure it is completed.
- Performance and knowledge evidence – ensure that it covers the performance criteria and consider inclusion of content from relevant resources and advice from the Technical Advisory Committee (TAC).
- Assessment conditions – tighten assessment and assessor requirements and consider ways to address safety issues associated with training delivery.
- Incorporating safety when training and assessing beginners in horse handling

2. User Guide

In addition to the Companion Volume Implementation Guide, an additional companion volume is required. This is to include information about safety and risk management in handling and riding horses that addresses issues specific to horse related units, including training delivery and assessment (and potentially use of templates from the *Procedures for the Delivery of Horse Industry Training*).

B. Description of work and request for approval

The section describes the work undertaken and the decision being sought from the AISC.

Work undertaken and why

During 2015 ASQA undertook a strategic review of safety in equine training. As a result of this review, ASQA released in December 2015 a report *Training in equine programs in Australia*, which included recommendations that related to training package developers.

In response to the report, the AISC requested Skills Impact to consult with relevant Industry Reference Committees (IRCs) and industry to discuss, formulate, agree on and implement the required changes to training products to improve safety, quality and consistency in the delivery of equine training. The AISC has flagged the review of equine qualifications and units of competency as a priority.

During this project we have specifically addressed the following recommendations from the ASQA report.

Recommendation	Action recommended	Work undertaken
4	<p>Training package developers should collaborate with industry to consider whether templates from the <i>Procedures for the Delivery of Horse Industry Training</i> should be specified in the Range of Conditions or Assessment Conditions field of the units as mandatory for use by RTOs in their training and assessment strategies.</p>	<p>The following statement is in the Assessment Conditions section of units requiring learners to have direct contact with horses:</p> <p>Training and assessment strategies must show evidence of the use of guidance provided in the <i>Companion Volume: User Guide: Safety in Equine Training</i>.</p> <p>The <i>Companion Volume: User Guide: Safety in Equine Training (User Guide: Safety in Equine Training)</i> that has been developed during this project, uses information from:</p> <ul style="list-style-type: none"> • Safe Work NSW, <i>Code of practice: Managing risks when new or inexperienced riders or handlers interact with horses in the workplace</i>, February 2017, and • Safe Work Australia, <i>Guide to Managing Risks when New and Inexperienced Persons Interact with Horses</i>, June 2014. <p>Templates from the <i>Procedures for the Delivery of Horse Industry Training</i> are included as appendices in the User Guide.</p>

<p>5</p>	<p>Training package developers in their review of equine qualifications and the development of a new entry level Certificate II in Horse Care:</p> <ul style="list-style-type: none"> ensure that regardless of the vocational stream, each unit has a strong and consistent focus on safety in riding and handling and in understanding horse behaviour specify the level of rider proficiency required for participation in training for horse riding units ensure that all learners identified as novice or inexperienced in horse riding or handling complete the core units of the new Certificate II as part of any qualification/accredited course relating to horses. In addition, those learners wishing to achieve a horse riding outcome from their course must also complete the units in the new Certificate II which are about achieving riding competency. At the time of the ASQA report the draft Certificate II included two riding units of competency: <i>Perform horse riding skills at walk and trot</i>, and <i>Perform horse riding skills at walk, trot and canter</i>. 	<p>Units have a strong safety focus. There are specific safety references in the Application, Performance Criteria, Foundation Skills, Performance and Knowledge Evidence and Assessment Conditions.</p> <p>Prerequisite units have been added to units which require novice or inexperienced learners to interact with horses, for example, beginner riding units. This has been done to ensure that learners are deemed competent in their knowledge of horse behaviour and skills in handling horses safely before they are assessed in more challenging units, such as those requiring riding. While this has added to the number of units with prerequisites, industry feedback and TAC advice is that the units are necessary to ensure the safety of learners.</p> <p>The level of rider proficiency is clearly stated in the Application section of all units of competency included in the qualification. In addition in the <i>User Guide</i>, there are clear descriptions of rider proficiency, together with descriptions of types of horses and how horses can be matched to the rider/handler/driver.</p>
<p>6</p>	<ul style="list-style-type: none"> Jurisdictions that have not implemented the <i>Safe Work Australia Guide to Managing Risks when New and Inexperienced Persons Interact with Horses</i> 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 <i>Guide to Managing Risks when New and Inexperienced Persons Interact with Horses</i> 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. 	<p>The <i>User Guide: Safety in Equine Training</i> that has been developed during this project, uses information from:</p> <ul style="list-style-type: none"> Safe Work NSW, <i>Code of practice: Managing risks when new or inexperienced riders or handlers interact with horses in the workplace</i>, February 2017, and Safe Work Australia <i>Guide to Managing Risks when New and Inexperienced Persons Interact with Horses</i>, June 2014. <p>Templates from the <i>Procedures for the Delivery of Horse Industry Training</i> are included as appendices in the <i>User Guide</i>.</p>

8	<ul style="list-style-type: none"> • 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. 	<p>Clear and specific requirements for performance evidence, knowledge evidence and assessment conditions have been specified for each unit of competency submitted for approval.</p> <p>Assessor requirements are clearly outlined, including, where relevant, the requirement to hold recognised qualifications for instructing or coaching horse riding and handling and/or experience in organising and handling groups, and different types of riders and horses.</p> <p>Templates from the <i>Procedures for the Delivery of Horse Industry Training</i> are included as appendices in the User Guide.</p>
---	--	--

Decision being sought

This submission puts forward the Case for Endorsement of the proposed components of the *AHC Agriculture, Horticulture, and Conservation and Land Management Training Package Version 2.0*.

The draft components submitted for endorsement by the AISC are:

- 4 revised units of competency.

All components submitted for endorsement have been developed and reviewed in accordance with the *Standards for Training Packages 2012*, the *Training Package Products Policy 2012* and the *Training Package Development and Endorsement Policy, 2016*.

Evidence of consultation with states and territories, and evidence that the views of key stakeholders have been considered is provided in this document.

This Case for Endorsement is approved by the Rural and Related Industries IRC and is therefore submitted, through the Department of Education and Training, for AISC consideration.

Components outlined in the Business Case that ARE NOT submitted for endorsement

At a teleconference held on 31 May, 2017 the Rural and Related IRC decided on the following actions.

The following unit was reviewed during the Safety in Equine Training Project however it is not being submitted for endorsement as it duplicates content of other units of competency:

- *AHCLSK330A Implement procedures for foaling down mares* (will be superseded by *ACMHBR312 Carry out procedures for foaling down mares*).

C. Evidence of Industry support

This section provides evidence that the *AHC Agriculture, Horticulture, and Conservation and Land Management Training Package Version 2.0* are supported by industry.

Support by IRC(s)

Members of the Rural and Related IRC recorded their support for this submission in the Minutes of Meeting held on 31 May 2017.

Please refer to **Section I. IRC support** for written evidence of support.

Consultation with stakeholders

During the development and review of the training package components, the following communication strategies were used to conduct consultation, provide information and seek feedback from stakeholders, including training providers.

- A project page was set up on the Skills Impact website at the start of the project with information about the project, together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest so that they received email alerts about the project, for example, public consultation workshops, opportunities to provide feedback on draft materials. <http://www.skillsimpact.com.au/racing/training-package-projects/equine-safety-training/>
- Meetings, both face-to-face and via teleconference were held with TAC members and invited guests including an ASQA representative and representatives from Skills IQ.
- Workshops were held with working groups comprising experts in their fields. Members attended face-to-face workshops during which they discussed and reviewed units of competency, relevant to their areas of expertise, and the content required for the user guide
- Six public consultations workshops were held around Australia (Melbourne, Mornington, Hobart, Perth, Scone and Adelaide) to enable as many industry stakeholders as possible to review and comment on safety aspects of units of competency.
- Emails and newsletters were sent to state and territory training authorities (STAs), VET regulators and other stakeholders to keep them informed of the project's progress.
- Draft materials were hosted on the Skills Impact website for a four-week period, with an additional two-week period for validation of final drafts. Stakeholders provided feedback via online questionnaires, emails or telephone calls.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, together with organisations and individuals consulted.

State/Territory engagement

Workshops have been conducted throughout Australia. Skills Impact staff have travelled, where possible, to areas where equine related businesses are situated, for example, Scone in New South Wales and Mornington in Victoria, to minimise the inconvenience to stakeholders and to maximise involvement. Feedback has been received from various sources, including industry and state training authorities.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, together with organisations and individuals consulted.

Alternative approaches

Safety measures applied to units of competency

During the project there were competing views regarding the types of safety measures that could be introduced into units of competency. It became evident through consultation and feedback from the TAC that what might be considered an improvement in safety in one context could actually increase the level of danger in another. In particular the Racing Industry has a set of specific circumstances that were quite different to other areas. An example is that in a number of units the type of horse is described and particularly for entry level units the units of competency specify that the unit is suitable for a beginner using a 'calm, educated horse'. The Racing Industry stated that in their industry a large proportion of the training is delivered on site and that a person needs to be competent with handling and riding high energy animals. On the recommendation of the Racing IRC and supported by all Principal Racing Authorities and key stakeholders, Skills Impact have put forward a case to the department requesting that the racing components of the project have an extension to undertake further consultation with the expectation that they will be submitted for consideration and endorsement by December 2017. The level of enrolments in these components is low compared to the enrolments in the *ACM Animal Care and Management Training Package* where there is a higher likelihood of inexperienced riders engaging in training.

Reports by exception

There are three reports by exception.

Ron Fleming – representing WA Equestrian, WA Wagering and Racing, TAC member, Racing IRC member

Ron has voiced the following concern that prerequisite units are unnecessary and unsuitable and will make units difficult to deliver and assess in the workplace and make it difficult to fit units into qualifications.

Action taken

Prerequisite units are included if there is a specific need to ensure the safety of the trainee, for example, AHCLSK218 Ride educated horses to carry out basic stock work includes ACMEQU206 Perform basic horse riding skills at walk, trot and canter as a prerequisite unit. (Note: This means that Handle horses safely and ACMEQU205 Apply knowledge of horse behaviour are also included as they are prerequisites for ACMEQU206 Perform horse riding skills at walk, trot and canter.)

Juliana Waugh (independent stakeholder)

Juliana has continued concerns and expressed that teacher/assessors should possess a 'teaching riding' qualification because it is the only way to ensure the teacher/ assessor is trained in safety in equine training for riding. Juliana states, "I believe the horse industry can't have it both ways - be the 'most dangerous activity' a person can do and 'not be required to hold current recognised qualifications for delivering training and being an assessor of horse riding units."

Action taken

Skills Impact has included assessor requirements within the unit and details of qualifications where specific assessor requirements apply in the *User Guide: Safety in Equine Training* as shown below.

Assessment conditions (extract for ACMEQU206 Perform horse riding skills at walk, trot and canter)

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. The following specific assessor requirements apply to this unit. The assessor must:

- hold a current, recognised qualification for instructing or coaching horse riding and handling skills (refer to User Guide for details), and
- have three years of experience organising groups and responding to different types of riders and horses in order to prevent incidents that could lead to injury of rider or horse.

User Guide: Safety in Equine Training (extract)

Specific requirements apply to the following units. For these units the assessor must hold a current, recognised qualification for instructing or coaching horse riding and handling skills.

Code	Title
ACMEQU206	Perform horse riding skills at walk, trot and canter
ACMEQU207	Develop riding skills for exercising horses
ACMEQU303	Demonstrate riding techniques for avoiding falls and reducing the impact of falls
ACMPHR201	Ride performance horses for exercise in an arena

Recognised instructing or coaching horse riding qualifications include **one** of the following:

- Level 1 or 2 National Coaching Accreditation, or
- Horse Safety Australia instructor accreditation, or
- Riding for the Disabled specialist coaching levels for those teaching riding to people with disabilities, or
- Skill Sets from the SIS10 Sport, Fitness and Recreation Training Package
 - SSISS0006 Horse riding instructor
 - SSISS00062 Horse riding instructor- senior, or
 - SISOEQO414A Instruct horse riding and handling skills (statement of attainment), or
- a minimum of three years' workplace experience riding horses in a supervisory role or overseeing a team*

* Please note that 'a minimum of three years' workplace experience riding horses in a supervisory role or overseeing a team' is included in this list upon the advice of the TAC.

Lee Carter (Manager, Training Products Unit, Department of Education and Training, Victoria)

The Victorian State Training Authority (STA) considers that the following statement that appears in the Assessment Conditions sections of many Units of Competency does not comply with Standard 7 of the Standards for Training Packages, 2012:

Training and assessment strategies must show evidence of the use of guidance provided in the Companion Volume: User Guide: Safety in Equine Training.

The Victorian STA suggests that the template provided in the *Standards for Training Packages 2012* is clear in its statement that this field is used to stipulate mandatory conditions for assessment and that mandating the use of guidance is non-specific and non-definitive and does not fit with the intent of Standard 7. The potential for different interpretations by RTOs and auditors creates more confusion than certainty. In addition this is not auditable because clauses 1.1-1.4 of Standard 1 in the *Standards for RTOs, 2015* which relates to training and assessment strategies does not reference the Companion Volume; and the Companion Volume is a non-endorsed component.

The Victorian STA therefore offers conditional support stating, "I am prepared to offer my support for this Case for Endorsement proceeding to the AISC subject to the removal of this non-compliant statement from the Assessment Conditions."

Action taken

Skills Impact staff met directly with Lee Carter to explain the rationale for the inclusion of the statement, however the Victorian STA was unwilling to change its perspective.

Skills Impact communicated its proposal for the inclusion of the statement to both the Commonwealth Department of Education and Training and ASQA early in the project and were not advised to remove the statement.

Note:

The New South Wales, Northern Territory, Western Australian and South Australian STAs have provided support for the Case for Endorsement. In particular the SA STA states:

The SA STA supports the approach taken by Skills Impact in including reference to a User Guide in the Assessment Requirements for units specific to handling and riding horses in response to the ASQA recommendations. Whilst additional assessment requirements may initially have an impact on training providers intending to deliver the qualification the importance of safety and risk management outweighs the impact. Similarly, the inclusion of pre-requisite units will impact learners, however the importance of ensuring learners have basic knowledge of horse behavior and safe horse handling cannot be overlooked.

D. Industry expectations about training delivery

This section explains the advice provided in the Companion Volume Implementation Guide for the *AHC Agriculture, Horticulture, and Conservation and Land Management Training Package*, together with recommendations for delivery of qualifications as traineeships/apprenticeships.

Training delivery

This project was instigated by the AISC with a focus on increasing safety in equine training, rather than being identified and driven by industry. However, via the consultation process, wider industry feedback has ensured that components have been examined and amended to address the safety requirements in industry.

The resulting changes made to the training package components should potentially improve safety of horse operations in industry and address safety issues associated with the delivery of training. Some changes that will improve safety include:

- Revision of units of competency to provide specific requirements in performance evidence, knowledge evidence and assessment conditions – it is now clear that individuals must be assessed on live horses in an appropriate environment with access to all required equipment. The assessor requirements are also specific and clear.
- Inclusion of specific units on horse riding skills, horse behaviour, interacting safely with horses and matching horses with riders as prerequisites in particular units of competency.
- Creation of the *User Guide: Safety in Equine Training* which RTOs must use when they are developing their training and assessment strategies. The User Guide has drawn heavily on available resources including Safe Work NSW, Code of practice: *Managing risks when new or inexperienced riders or handlers interact with horses in the workplace*, February 2017¹ and Safe Work Australia *Guide to Managing Risks when New and Inexperienced Persons Interact with Horses*, June 2014²

Delivery as apprenticeship/traineeship

This section does not apply as no qualifications are submitted for endorsement.

¹ A full copy of this Code of Practice can be downloaded at:

http://www.safework.nsw.gov.au/__data/assets/pdf_file/0005/79160/horse-code-practice-gazetted-SW08262.pdf

² A copy of this Guide can be downloaded at: <https://safeworkaustralia.gov.au/doc/guide-managing-risks-when-new-and-inexperienced-persons-interact-horses>

E. Implementation of the training package components

This section explains how the training package meets occupational and/or licensing requirements and identifies particular implementation issues and strategies to manage these issues.

How training package components meet occupation and licensing requirements

At this point in time, no occupational and licensing requirements apply to the *AHC Agriculture, Horticulture, and Conservation and Land Management Training Package* components being submitted.

Implementation issues and management strategies

The primary purpose of this project is to increase safety during training and delivery. Specific advice is provided in the *User Guide: Safety in Equine Training* to explain to training providers how they can meet their safety obligations and in particular assessment requirements. There is also general advice about health and safety in the Implementation Guide, including links to State and Territory health and safety authorities.

The evidence requirements were reviewed by members of industry expert groups and reviewed by members of the TAC. These were deemed by these groups to be appropriate for the particular units of competency. Performance evidence clearly states the number of horses and that performance is required on separate occasions. Assessment conditions clearly state equipment and material requirements, as well as specific assessor requirements.

While the TAC acknowledged that the requirement to provide a range of horses for assessment purposes might present challenges for delivery, they were clear that a learner needed to be assessed on more than one horse as each horse has a different personality and temperament. They were also clear that assessment needed to take place on more than one occasion as the same horse can behave differently on different days.

Feedback received from some training providers does indicate concerns with the rigour imposed by the assessment requirements. There has been general feedback from RTOs raising a number of concerns around the additional rigour incorporated into the Assessment Requirements, in particular the additional costs associated with this. Conversely, some stakeholders consider that the volume/frequency requirements of some units of competency, is too low. Refer to **Appendix 3 RTO concerns** for examples.

The inclusion of prerequisite units of competency will have an impact on delivery. This has been done to ensure that learners have basic knowledge of horse behaviour and in safe horse handling before doing other activities, for example, riding. In some cases this may lead to RTOs needing to select units for delivery that they would not otherwise have chosen.

There have been differing views regarding prerequisite units ranging from some RTOs raising concerns regarding the number of pre-requisites and others considering that there should be additional prerequisites.

The requirement for assessors to hold additional skills and/or qualifications will require some trainers/assessors to undertake further study. This may present logistical issues particularly for those trainers/assessors in remote areas. Again, the TAC advice is that this is a safety issue for assessors of riding units.

Further implementation advice

The four units from the *AHC Agriculture, Horticulture, and Conservation and Land Management Training Package* have been reviewed as part of the *Safety in Equine Training* project. However, this work is impacted by the work taking place on *ACM Animal Care and Management Training Package*. As well as its inclusion in the *Safety in Equine Training* project, this training package is also being reviewed in two other projects which are not due for completion until August 2017:

- Review of Veterinary Nursing
- Transition of training package to meet the *Standards for Training Packages 2012*.

This Case for Endorsement should be considered alongside the Case for Endorsement of the *ACM Animal Care and Management Training Package* which recommends delaying the release of any components onto training.gov.au until all work on the *ACM Animal Care and Management Training Package* is submitted for consideration and endorsement by the AISC in August 2017.

F. Quality assurance reports

Skills Impact declares that the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Version 1.0* meet the requirements of the *Standards for Training Packages 2012* and the *Training Package Development and Endorsement Process Policy*.

The table below provides a statement of evidence that the components meet the Training Package Quality Principles.

Principle	Evidenced by:
1. Reflect identified workforce outcomes	<ul style="list-style-type: none"> ▪ Changes demonstrate a clear link back to relevant AISC decisions commissioning the work and the Business Case ▪ Training package components are compliant with the <i>Standards for Training Packages 2012</i>, the <i>Training Package Products Policy</i> and the <i>Training Package Development and Endorsement Process Policy</i> ▪ Open and inclusive consultation and validation commensurate with scope and impact has been conducted
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	<ul style="list-style-type: none"> ▪ Other national and international standards for skills are considered
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	<ul style="list-style-type: none"> ▪ Active engagement across industry has sought to achieve a national consensus about the advice provided to the AISC
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	<ul style="list-style-type: none"> ▪ Prerequisite units of competency are used to ensure that learners have the necessary knowledge and skills to interact safely with horses
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	<ul style="list-style-type: none"> ▪ The qualification could be assessed via recognition of prior learning
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	<ul style="list-style-type: none"> ▪ Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth ▪ Compliance with the TPCMS/National Register requirements for publication ▪ Implementation advice is provided in two companion volumes: <i>Implementation Guide</i> and <i>User Guide: Safety in Equine Training</i> that are ready for publication at the same time as the Training Package

The declaration and statement of evidence is confirmed by the independent Quality Report which is provided in **Appendix 4: Quality Report**.

The *AHC Agriculture, Horticulture, and Conservation and Land Management Training Package* and *AHC Agriculture, Horticulture and Conservation and Land Management Implementation Guide* have been quality assured through Skills Impact's quality processes and are available.

G. Implementation of COAG Industry Skills Council reforms to training packages

The decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages. Completion of training package development work, together with extensive consultation with relevant stakeholders, confirms that the submission:

- does not duplicate existing qualifications or units of competency and removes units of competency that industry has deemed to be obsolete
- explains how it meets industry's expectations of training delivery.

H. Evidence of completion

Skills Impact confirms that the proposed components of the *AHC Agriculture, Horticulture, and Conservation and Land Management Training Package Version 2.0* have been completed according to the work assigned by the AISC in the Business Case and the subsequent Activity Order with the exception of *AHCLSK330A Implement procedures for foaling down mares*.

Full copies of the listed training package components are provided with this Case for Endorsement.

Evidence that training package component(s) are prepared for publication.

The Quality Report provides confirmation that the draft components meet the *Standards for Training Packages 2012*.

All components have been created to comply with the National Register requirements for publication. The **Mapping information for units of competency** provided in **Appendix 1 Components for endorsement** provide details of the changes to the training package components that are required to allow them to be published on the National Register.

I. IRC support

The Rural and Related IRC supports the submission of the training package components detailed in this Case for Endorsement.

Signed for and on behalf of the Rural and Related IRC by its appointed Chair.

Name of Chair: Geoffrey Harvey



Signature of Chair: _____

Date: 6th October 2017

Appendix 1: Components for endorsement

Mapping information for units of competency

<i>AHC Agriculture, Horticulture, and Conservation and Land Management Training Package Version 2.0 mapping of units of competency</i>			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCLSK330A Implement procedures for foaling down mares	ACMHBR312 Carry out procedures for foaling down mares	Updated to meet Standards for Training Packages Code and title changed to reflect outcome and appropriate industry sector usage	Equivalent
AHCLSK218 Ride educated horses to carry out basic stock work	AHCLSK218 Ride educated horses to carry out basic stock work (Release 2)	Minor changes to wording to clarify safety requirements and addition of foundation skills descriptions	Equivalent
AHCLSK336 Educate, care for and ride horses for stock work (Release 2)	AHCLSK337 Train, care for, and ride horses for stock work	Unit and assessment requirement content changed to clarify safety requirements and intent of unit Addition of foundation skills descriptions	Equivalent
AHCLSK417 Manage horses for stock work	AHCLSK419 Manage horses for stock work	Changes and additions to clarify safety requirement Addition of foundation skills descriptions Addition of prerequisite unit Additions to performance evidence requirements	Not equivalent
AHCLSK503 Develop and implement a breeding strategy	AHCLSK503 Develop and implement a breeding strategy (Release 2)	Minor changes to wording to clarify safety requirements and addition of foundation skills descriptions	Equivalent

Credit arrangements

No qualifications form part of this submission.

However, at the time of endorsement of this training package, no national credit arrangements exist for *AHC Agriculture, Horticulture, and Conservation and Land Management Training Package Version 2.0*.

Appendix 2: Industry support

Technical Advisory Committee

Name	Organisation
John Sunderland	Thoroughbred Breeders Australia
Robyn Bell	Racing Queensland
Kathleen Mullan	Harness Racing Australia
Wendy Denning	Jindalee Feedlot
Patricia Zavisky	Beef Industry Safety Advisory Group - Worksafe QLD
Andrew McLean	Equitation Science International
Janet Horton	Equestrian Australia
Ron Fleming	Racing and Wagering WA
Julie Fiedler	Horse SA
Jeffrey Wilkinson	Equine Veterinarians Australia
Fiona O'Sullivan	Beef Industry Safety Advisory Group - Worksafe QLD
Charlie Cross (resigned)	Outdoor Council of Australia

Expert working groups

Performance horse/Livestock

Member	Organisation
Fiona Brooker	Australian Stock Horse Society
Kirsten Gillen	RSPCA VIC
Edmund Hogan	National Farmers Federation
Jeff House	Australian Lot Feeders Association
Jillian Atkinson	Independent
Linda Molloy	Independent
Elaine Caswell	Pony Club Australia

Breeding

Member	Organisation
Natalie Walsh	Godolphin
Michael Holtham	WA Standardbred Breeders Association
Rosalind Meadmoore	Australian Warmblood Horse Association
Merle Rodwell	Australian Warmblood Horse Association
Flora Robson	Australian Standardbred Breeders' Association

Industry Feedback

Workshop participants

Workshop	Participants	State
Melbourne Polytechnic workshop 20-Mar-17 12 participants	Inez Musgrove, Jumps Racing / Hillcrest Christian College Lisa Coffey, Victorian Racing Academy Vicki Moro, RISC Brodie Harrison, Box Hill Institute David Cookson, SkillInvest Natalie Welsh, Godolphin Deborah Lovett, Hillcrest Christian College Kim Packer, SkillInvest Troy Portelli, SkillInvest Georgia Hill, Melbourne Polytechnic Rhonda McCallum, GO Institute of TAFE Mel Weatherley, Racing Victoria	VIC
Mornington workshop 21-Mar-17 5 participants	David Cookson, SkillInvest Rod Craig, Victorian Master Farriers Mark Burnell, Equine Dental Association & Australian Horse Industry Council Liz Hoffman, Australian College of Applied Animal Studies Kate Bryce, CMM and Melbourne Polytechnic	VIC
Hobart workshop 22-Mar-17 2 participants	Kevin Neilson, Tasracing Sandra Connelly, Tasracing	TAS
Scone workshop 27-Mar-17 17 participants	Paul Seccaube, Horsanity Di Saunders, Equestrian Australia Alison Gestier, Equestrian Australia Steve Watson, Apprenticeship Support Australia Michael Neville, Farrirer Mark Waugh, Better Safety Futures Jess Hood, Arrowfield Stud April Noble, Arrowfield Training Centre Amanda Thompson, Baramul Stud John Ruthlin (?) , Dartbrookdowns Sanra Vodice, TAFE NSW Mike Turn, Hunter Thoroughbred Breeder Association David Merrick, Widdon Stud Fergal Connolly, Segenhoe Stud	NSW

Workshop	Participants	State
	Nigel Jones, Newgate Juliana Waugh Neridan	
Adelaide workshop 28-Mar-17 3 participants	Greg Sezun, VETS on Eyreand Fleurieu Equine Clinic Kirrilly Thompson, CQU Sarita Stratton, Academy of Dressage	SA
Perth workshop 24-Mar-17 12 participants	Justin Fletcher, RWWA Greg Staples, WAJA Anna Thomas, Future Now Diane Bennet, WAHC Rebecca Thoas, Equestrian WA Ron Fleming, Equestrian WA / RWWA Julie Hobb, Future Now Dave Rock, Rural Training Australia Lucinda Pita, Dept of Training & Workforce Development Dave Ethesledge, FFTITC Belinda Taylor, HoofHearted Hoofcare Warwick Bradshaw, WA Racing Trainers Association	WA

Survey respondents

Name	Organisation	State
Kate Bryce & Colin Smith	Melbourne Polytechnic	VIC
Natalie Welsh,	Godolphin	QLD
Tracey Edie	Not provided	QLD
Brodie Harrison	Box Hill Institute	VIC
Dave Rock	Rural Training Australia	WA
Nicole King	Not provided	NSW
Kathleen Mullan,	Harness Racing Australia	VIC
Claire Globe,	Clarendon Standardbreds	SA
Sharryn Livingstone	Not provided	QLD

Emailed respondents

Name	Organisation	State
Mark Dobson	c/- TAFE NSW Richmond Campus	NSW
Jon Ingersole	World Wide Assoc of Equine Dentistry & TAFE NSW Richmond Campus	NSW
Greg Sezun	Adelaide Workshop	SA
Mark Burnell	Equine Dental Association of Australia & Australian Horse Industry Council	VIC
Gordon & Linda Nash	Ulabri, Wattle Flat NSW	NSW
Ron Fleming	Manager Racing Industry Training	WA
Karlene Triffit	TAFE NSW	NSW
Tim Biggs	TAFE QLD South West	QLD
David Rock	Rural Training Australia	WA
Alison Haines	Charles Darwin University	NT
Juliana Waugh	Independent	NSW
Liz Hoffman	Australian College of Applied Animal Studies	VIC
Suzie Sereda (in consultation with Pam O'Neill)	Training Consultant / Queensland Jockeys Association	QLD
Kim Packer	SkillInvest	VIC
Skills IQ	Liz Horne	NAT
David Cookson	Skill Invest (RTO)	VIC
Troy Portelli	Skill Invest (RTO)	VIC
Kate Bryce	Curriculum Maintenance Manager, Melbourne Polytechnic	VIC
Georgia Hill	Melbourne Polytechnic	VIC
Kevin Ring	Australian Jockeys Association (National WHS Officer)	NAT
Mark Waugh	Better Transport Futures	NSW
Lee Carter	Training Products Unit, Department of Education and Training, Victoria	VIC
Debbie Jones	Melbourne Polytechnic	VIC
Melissa Weatherly	Athletes Development and Industry Careers Advisor, Racing Victoria	VIC

Name	Organisation	State
Joanne Brett on behalf of Equine Teachers Network	Course coordinator VETiS Certificate II Equine Studies (Belinda Watson Noblet)	VIC
Julie Fiedler	Horse SA	SA

Validation respondents

Name	Organisation	State
Kate Bryce & Debbie Jones	Melbourne Polytechnic	VIC
Dave Rock	Rural Training Australia	WA
Mark Dobson	c/- TAFE NSW Richmond Campus	NSW
Linda Molloy	Ulabri, Wattle Flat NSW	NSW
Juliana Waugh	Independent	NSW
Cheryl Gander	Fairview Equestrian Park	NSW
Teresa Robinson	Regional Skills Training	SA
Tamara McElroy	Tamworth Equine Veterinary centre	NSW
John O'Leary	Horseproblems Australia	SA
Vicki Moro	Harness Racing Industry Training Centre	VIC
Alison Haines	Charles Darwin University	NT

Appendix 3: RTO concerns

Respondent	Comments
<p>Deborah Lovett RTO & Equestrian Manager Hillcrest Christian College</p>	<p>At a glance the assessment tasks are unrealistic for an RTO to effectively manage and be able to charge reasonable fees.</p>
<p>Vicki Moro Executive Office Harness Racing Industry Training Centre Board of Management</p>	<p>The frequency of demonstrating skills in the Performance Evidence is just untenable particularly if a RTO is using a workplace delivery model. ... If you believed that repetition enhances safety then you would have more repetitions with stallions as they are heaps more dangerous. Safety is enhanced by the quality of training NOT having people repeat competency assessments. All this will do is drive up the cost of training and assessment for rural and remote students (the majority of equine and racing students).</p>
<p>Alison Haines Team Leader - Agriculture & Rural Operations Vocational Education & Training Charles Darwin University</p>	<p>A lot of units have such a low volume of learning as to be ridiculous. A person is defined as competent when they are able to demonstrate that they can consistently apply knowledge and skills successfully in their working environment. I do not believe that someone who has 'AHCLSK218 - riding calm, consistent and obedient horses educated for stock work, to carry out basic stock work on at least two occasions' can possibly be workplace competent to a degree where you would be happy to send them out to a workplace ...</p>

Appendix 4: Quality assurance report

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	AHC Agriculture, Horticulture, and Conservation and Land Management Training Package Version 2.0.
Number of new or revised qualifications	No qualifications
Number of new or revised units	Four revised units of competency: <ul style="list-style-type: none"> • AHCLSK218 Ride educated horses to carry out basic stock work • AHCLSK337 Train, care for, and ride horses for stock work • AHCLSK417 Manage horses for stock work • AHCLSK503 Develop and implement a breeding strategy.
Confirmation that the draft endorsed components meet the <i>Standards for Training Packages 2012</i>	I confirm that the draft endorsed components meet the <i>Standards for Training Packages 2012</i> .
Name of panel member completing Quality Report	Lina Robinson
Statement that the panel member <ul style="list-style-type: none"> • is independent of development and/or validation activities associated with the <i>Case for Endorsement</i> • has not undertaken the <i>Equity and/or Editorial Report</i> • is independent of the Training Package or Training Package components being reviewed. 	I confirm that I was independent of development and validation activities associated with the Case for Endorsement. I have not undertaken the Equity and Editorial Reports, and I am independent of the Training Package components being reviewed.
Date completed	18 June 2017

Section 2 – Compliance with the standards for training packages

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 1 Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. 2. One or more quality assured companion volumes. 	yes	<p>AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 2.0 consists of following endorsed components:</p> <ul style="list-style-type: none"> • four units of competency • four assessment requirements (associated with each unit of competency) <p>Based on the requirements set by the Australian Industry and Skills Committee (AISC), there are no qualifications or credit arrangements included in this submission.</p> <p>The submission includes two quality assured companion volumes:</p> <ul style="list-style-type: none"> • Companion Volume Implementation Guide • User Guide: Safety in Equine Training.

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 2 Training Package developers comply with the AISC <i>Training Package Products Policy</i>.</p>	yes	<p>Skills Impact have complied with the AISC <i>Training Package Products Policy</i>:</p> <ul style="list-style-type: none"> • Training Package – coding and titling: The training package complies with this policy • Access and Equity – The Equity Report confirmed that access and equity requirements have been met • Foundation Skills – Foundation Skills were identifiable in the units of competency. Where not explicit in the elements and performance criteria, the foundation skills sections identify and describe the skills against the Australian Core Skills Framework and the Core Skills for Work Framework • Units of competency – coding and titling - The units of competency comply with this policy. • Units of competency – coding and maintenance – The units of competency comply with this policy. • Units of competency – mapping - the mapping table found in the Companion Volume Implementation Guide for the AHC units of competency include equivalence status of the endorsed components

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 3 Training Package developers comply with the <i>AISC Training Package Development and Endorsement Process Policy</i>.</p>	<p>yes</p>	<p>The development and endorsement processes described in the Case for Endorsement and other associated documentation reviewed for the Quality Report comply with the <i>AISC Training Package Development and Endorsement Process Policy</i>, which is also confirmed in the Equity Report.</p> <p>This submission addresses the <i>Business Case to Improve Units of Competency and Qualification for Equine Safety in Training</i> which was prepared in response to the <i>2015 ASQA Report: Training in equine programs in Australia</i>, because of the death of a learner enrolled in an equine qualification at an RTO in NSW. The project has focussed on the improvement of safety, quality and consistency in the delivery and assessment of equine related training, as a priority, in line with the Business Case.</p> <p>The process included setting up a Training Advisory Committee (TAC) with representatives from national and state agencies, authorities and associations, RTOs, and employers. The TAC was supported by a number of expert committees who met regularly to advise developers about key safety content related to their relevant fields. Public consultation sessions were conducted nationally during the project.</p> <p>Information about the project, including opportunity for stakeholders to provide feedback on training package components at various stages of the consultation and validation process were made available on the Skills Impact website at http://www.skillsimpact.com.au/racing/training-package-projects/equine-safety-training/.</p> <p>It is considered that the number and range of stakeholders involved in consultation and validation of the draft components, as detailed in the Case for Endorsement, sufficient for the nature and size of industries involving work with horses, as was the reported consultation methodology. The Case for Endorsement includes two ‘reports by exception’ which were adequately responded to based on the issues raised.</p>

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 4 Units of competency specify the standards of performance required in the workplace.</p>	yes	<p>The records of the consultation and validation processes, membership of the Technical Advisory Committee, expert working groups and list of participants who provided feedback with the nature and scope of the project, as well as actions taken to address the feedback and ‘reports by exception’ in the Case for Endorsement, indicate a process that demonstrates the AHC units of competency specify the standards of performance required in the workplace.</p>
<p>Standard 5 The structure of units of competency complies with the unit of competency template.</p>	yes	<p>The Editorial Report confirms that the structure of the units of competency complies with the unit of competency template.</p> <p>The units which were reviewed for the Quality Report are clearly written with specific detailed performance criteria aligned logically to the elements. Safety requirements in riding and handling, and in understanding horse behaviour have been made explicit in every unit in line with Recommendation 5 of the 2015 ASQA Report: <i>Training in equine programs in Australia</i>. The level of rider proficiency, where relevant is clearly stated in the Application section of the units of competency.</p>
<p>Standard 6 Assessment requirements specify the evidence and required conditions for assessment.</p>	yes	<p>The units of competency and their associated assessment requirements clearly specify the frequency and/or volume of performance evidence, the depth and breadth of knowledge evidence and required conditions for assessment. The assessment conditions for the units, mandate that users must show evidence of the use of the guidance provided in the <i>Companion Volume: User Guide: Safety in Equine Training</i>.</p> <p>The Editorial Report also confirmed that assessment requirements specify the evidence and required conditions for assessment and that Standard 6 has been met.</p>

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.</p>	yes	<p>The Editorial Report confirms that the four revised AHC unit of competency have associated assessment requirements, that the structure of assessment requirements complies with the assessment requirements template, and that Standard 7 has been met. It adds that “Compared to previous versions of the units, the assessment requirements include more specific requirements for performance evidence, knowledge evidence and assessment conditions, meeting the requirements of Recommendation 8 of the 2015 ASQA Report: <i>Training in equine programs in Australia.</i>”</p> <p>The evidence requirements specified against each unit in the assessment requirements comply with the template. The performance evidence indicates frequency and volume, the knowledge evidence indicates depth and breadth, and the Assessment Conditions section includes a range of information specific to the assessment of each unit, including assessor requirements.</p>
<p>Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type.</p>	n/a	No qualifications are included in this submission
<p>Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.</p>	n/a	No qualifications are included in this submission
<p>Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</p>	n/a	No qualifications are included in this submission

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 11 A quality assured Companion Volume Implementation Guide produced by the Training Package developer is available at the time of endorsement and complies with the Companion Volume Implementation Guide template.</p>	yes	<p>The Companion Volume Implementation Guide for the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 2.0 has been developed. Skills Impact has confirmed that the guide has been quality assured in line with Skills Impact procedure as outlined in the guide.</p> <p>The Editorial Report also confirms that:</p> <ul style="list-style-type: none"> • The Companion Volume Implementation Guide complies with the companion volume implementation guide template included in the 2012 Standards, and has been quality assured in line with the Skills Impact procedure • The guide will be available on the VETNet site, https://vetnet.education.gov.au/Pages/TrainingPackages.aspx, at the time of endorsement.
<p>Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>		<p>Skills Impact has produced another companion volume, <i>User Guide: Safety in Equine Training</i>, for the AHC Agriculture, Horticulture and Conservation and Land Management Version 1.0, ACM Animal Care and Management Version 1.0 and AMP Australian Meat Processing Version 1.0 training packages.</p> <p>This guide has been developed address Recommendation 4 of the ASQA Report: <i>Training in equine programs in Australia</i>, and the subsequent Business Case prepared by the Racing, Meat, Rural and Related IRCs. The guide provides information to training providers about meeting their safety obligations during training delivery. The use of information of this guide is mandated under the assessment conditions of every unit of competency that includes direct contact with horses.</p>

Section 3 – Comments on how the draft training package components meet the quality principles

1. Reflect identified workforce outcomes

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Driven by industry's needs	<ul style="list-style-type: none"> Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs 	Yes	<p>The project documentation, including the Business Case, provides detailed information on the issues informing the development of the draft components and a clear link back to the AISC decisions commissioning the work.</p> <p>The Case for Endorsement advised that the primary driver for ACM Animal Care and Management Version 1.0 was based on ASQA's strategic review of safety in equine training which was conducted in 2015. This resulted in the release of ASQA's report <i>Training in equine programs in Australia</i>, which included recommendations that related to training package developers. The Case for Endorsement states that 'in response to the report, the AISC requested Skills Impact to consult with relevant Industry Reference Committees (IRCs) and industry to discuss, formulate, agree on and implement the required changes to training products to improve safety, quality and consistency in the delivery of equine training. The AISC has flagged the review of equine qualifications and units of competency as a priority".</p>

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Compliant and respond to government broad policy initiatives	<ul style="list-style-type: none"> • Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy • Evidence that the training package components respond to Ministers' policy initiatives, in particular the 2015 training package reforms 	Yes	<p>The Training Package components are compliant with the <i>Standards for Training Packages 2012</i>, the <i>Training Package Products Policy</i> and the <i>Training Package Development and Endorsement Process Policy</i>. This has also been confirmed in the Editorial and Equity Reports.</p> <p>A review of the project documentation and training package components provides evidence that ACM Animal Care and Management responds to all the Ministers' policy initiatives, in particular the 2015 training package reforms.</p> <p>Skills Impact in the Case for Endorsement, states the decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages as the submission:</p> <ul style="list-style-type: none"> • does not duplicate existing qualifications or units of competency and removes units of competency that industry has deemed to be obsolete • explains how it meets industry's expectations of training delivery.

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<ul style="list-style-type: none"> Open and inclusive consultation and validation commensurate with scope and impact has been conducted 	<p>Yes</p>	<p>The Case for Endorsement details adequate consultation and validation processes for AHC Agriculture, Horticulture and Conversation and Land Management Training Package Version 2.0.</p> <p>Evidence of stakeholder involvement includes:</p> <ul style="list-style-type: none"> list of stakeholders providing feedback in the development and validation phases of the project register of stakeholder feedback and responses minutes of TAC meetings minutes of working group meetings.

2. Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support movement of skills within and across organisations and sectors	Packaging rules, qualifications framework, and pathways support movement within and across sectors Identification of skill sets that respond to client needs	yes	No qualifications were included in this submission, however the units of competency support movement within and across organisations and sectors.
Promote national and international portability	Other national and international standards for skills are considered	yes	The content of other current VET equine accredited courses was considered in reviewing the AHC units of competency based on Recommendation 10 of <i>2015 ASQA Report: Training in equine programs in Australia</i> .
Reflect regulatory requirements and licensing	Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies	yes	No occupational and licensing requirements apply to the <i>ACM Animal Care and Management Training Package</i> components being submitted at this point in time.

3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect national consensus	<ul style="list-style-type: none"> Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC. 	Yes	Evidence of activity engagement across industry to achieve a national consensus about the advice provided to the ASIS is reflected in the documentation and the Case for Endorsement that provides evidence of consultation and validation processes, and their outcomes.
Recognise convergence and connectivity of skills	<ul style="list-style-type: none"> Best use is made of cross-industry and work and participation bank units 	Yes	<p>The review of safety requirements for industries where horses are used was the key driver for this submission.</p> <p>Other training packages which form part of the <i>Business Case to Improve Units of Competency and Qualification for Equine Safety in Training</i> which was prepared in response to the <i>2015 ASQA Report: Training in equine programs in Australia</i>, and which will have access to units related safety requirements for work with horses include:</p> <ul style="list-style-type: none"> ACM Animal Care and Management RGR Racing Training Package and RGR08 Racing Training Package AMP Australian Meat Processing Training Package SIS Sport, Fitness and Recreation Training Package.

4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Meet the diversity of individual and employer needs	<ul style="list-style-type: none"> Provide flexible qualifications that enable application in different contexts 	n/a	Qualifications are not included in this submission
Support equitable access and progression of learners	<ul style="list-style-type: none"> Provide multiple entry and exit points Pre-requisite units of competency are used only when required 	yes	Three of the four units of competency that include direct work with horse have prerequisites requirements to ensure that learners have the necessary knowledge and skills to interact safely with horses. In the context of the Safety in Equine Training project and in addressing Recommendation 5 of the 2015 ASQA Report: <i>Training in equine programs in Australia</i> , the prerequisite units are applicable and significant.

5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support learner transition between education sectors	<ul style="list-style-type: none"> Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications 	Yes	The four units of competency are from the Livestock sector of the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 2.0. These units may be imported into a number of qualifications related to stock work, including entry level qualifications such as the Certificate II in Agriculture, and the Certificate II in Horse Care from the ACM Animal Care and Management Training Package.

6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support implementation across a range of settings	<ul style="list-style-type: none"> Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package 	Yes	<p>The Companion Volume Implementation Guide for AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 2.0 was reviewed and includes appropriate and clear information about industry's expectation about delivery.</p> <p>The Editorial Report confirms that the guide will be ready for publication at the same time of the training package.</p>
Support sound assessment practice	<ul style="list-style-type: none"> Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth 	Yes	<p>The units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth and identify clear outcomes and conditions for assessment.</p>
Support implementation	<ul style="list-style-type: none"> Compliance with the TGA/National Register requirements for publication Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package 	Yes	<p>The draft endorsed components are submitted in a template that is compatible with the requirements of TGA/National Register for publication.</p> <p>Implementation advice is provided in two companion volumes:</p> <ul style="list-style-type: none"> Companion Volume Implementation Guide User Guide: Safety in Equine Training <p>that are ready for publication at the same time as the Training Package.</p>

