

Retraining Horses and Greyhounds to New Environments Project

Summary of Feedback, Responses and Actions

March 2019



This project includes the review and development of units of competency, skill sets and qualifications based on skills associated with educating and retraining horses and greyhounds to new environments and/or purposes, within the RGR *Racing and breeding Training Package*. The work tasks for this project have been separated into skills for re-homing of greyhounds (Greyhound Transition to Pet) and transition of horses from the racing and breeding sector to new purposes (Racehorse Transition to New purpose). A summary of draft components are listed below:

Greyhound Transition to Pet

- six new units of competency based on skills associated with the transition of greyhounds from the racing and breeding sector to pets
- one revised qualification Certificate IV in Greyhound Industry (specialisations as Trainer, Health Assistant, Transition to Pet)
- three new skills sets associated created for job roles relevant to transitioning greyhounds from the racing and breeding sector to pets
- eight qualifications reviewed (new units added to elective groupings of current RGR qualifications)

Racehorse Transition to new Purpose

- two RGR new units of competency based on skills associated with the transition of horses from the racing and breeding sector to new purposes
- six Animal Care and Management (ACM) units based on skills for interpreting equine behaviour and education
- one new skill set created for job roles relevant to transitioning horses from the racing and breeding sector to new purposes
- seven qualifications reviewed (new units added to elective groupings of current RGR qualifications)

Draft qualifications, skill sets and units were developed as a result of initial input from Subject Matter Experts and were made available for broader stakeholder consultation and feedback 30 October– 9 December 2018. During this time, feedback was received via email, through online surveys, as well as in person at workshops or site visits, and by telephone. Input was sought and received from 42 stakeholders around Australia, including from Principal Racing Authorities (PRA's), Industry representatives, Veterinary Surgeons, Registered Training Organisations (RTOs), regulatory bodies and government bodies such as, state departments and State Training Authorities.

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

- Components related to racehorse transition were reviewed and updated to incorporate skills for interpreting equine behaviour, evaluation of training needs and methodologies, re-education and the provision of advice on transitioning and rehoming horses. Industry consultation and feedback has determined synergies between a project currently underway about horse education within the scope of the *Animal Care and Management (ACM) Training Package* and racehorse transition within the *RGR Racing and Breeding Training Package*. As a result, a suite of eight units covering education of horses from early education to re-education and transition for new purposes throughout the lifecycle of the animal are presented as a group at this validation stage:
 - two RGR new units of competency based on skills associated with the transition of horses from the racing and breeding sector to new purposes
 - six ACM units based on skills for interpreting equine behaviour and education

- Performance and knowledge evidence has been reviewed to specify how to assess and determine competency for workplace tasks for revised and new units of competency
- Components related to greyhounds were reviewed and updated to include conducting behavioural observations of greyhounds and assessment of their suitability for assimilation into domestic environments
- Skill sets associated with job roles for transitioning greyhounds to pets are linked to the specialisations within the Certificate IV in Greyhound Industry
- Seven current qualifications reviewed, including updated imported units, units recoded from ACM to RGR in the breeding sector, addition of new elective units developed in this project and other recent projects

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

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

The documents are now available to view and validate on the [Skills Impact website](#) until 22 March 2019.

Summary of feedback

Qualifications

Qualifications in the Racing and Breeding (RGR) Training package have been updated during this project. Minor changes, not requiring formal endorsement, included updates to codes of imported units, units recoded from the *Animal Care and Management (ACM) Training package* to the *Racing and Breeding (RGR) Training Package* as a result of the Horse Breeding Skills project and addition of new elective units developed in this project and other recent projects:

- RGR20218 Certificate II in Racing Industry
- RGR30117 Certificate III in Racing (Greyhound)
- RGR30218 Certificate III in Racing (Stablehand)
- RGR30318 Certificate III in Racing (Driving Stablehand)
- RGR30518 Certificate III in Racing (Trackwork Rider)
- RGR40418 Certificate IV in Racing (Racehorse Trainer)
- RGR50118 Diploma of Racing (Racehorse Trainer)

RGR40419 Certificate IV in Greyhound Racing Industry includes options for specialisation in three sectors. New units developed for health assistance and transition to pets have been added to create new specialisations within this qualification. This qualification will supersede RGR40418 Certificate IV in Racing (Greyhound Trainer).

| Stakeholder Comments and Identified Issues – RGR40419 Certificate IV in Greyhound Racing Industry | | Consideration and Proposed Resolution |
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| Industry QLD | <p>RGR40419 Certificate IV in Greyhound Industry (Transition to Pet specialisation)- consider adding first aid unit to core in qualification</p> <p>Check content of National Dog Trainers Association of Australia – National Certificate in Dog Training and Care to look at potential RPL for participants who have completed components of this training</p> | <p>RGRPSG302 Assess health and provide first aid for greyhounds moved from elective to core unit</p> <p>Qualification is registered with VRQA</p> <p>22214VIC - Certificate III in Dog Behaviour and Training</p> <p>Cert in Dog Training is copyright to National Dog Trainers Federation Pty Ltd. RTOs would need to undertake mapping of qualification for RPL</p> |
| Industry VIC | <p>RGR40419 Certificate IV Greyhound Industry (Transition to Pet specialisation) – expand elective group D. Gap in industry related to ‘assessment and pet transition’ (not covering adoption) suggest expanding elective bank with ACM and other generic dog training units.</p> <p>Remove 'coordination' units from specialisation C to broaden qualification</p> <p>Potential to expand massage therapy to cover show dogs as well as greyhound (same set of injuries)</p> | <p>Adopted - additional ACM and TAE electives added to Group D and coordination units removed from specialisation C. The following elective units have been included</p> <p>ACMACR401 Comply with animal control and regulation requirements</p> <p>ACMCAN302 Prepare and present information to the public</p> <p>ACMCAS409 Provide training advice to companion animal owners</p> <p>ACMGAS210 Prepare for and conduct a tour or presentation</p> <p>ACMSPE304 Provide basic care of domestic dogs</p> <p>ACMSUS401 Implement and monitor environmentally sustainable work practices</p> <p>ACMVET411 Prepare, deliver and review animal care education programs</p> <p>TAEASS301 Contribute to assessment</p> <p>TAEASS401 Plan assessment activities and processes</p> <p>TAEASS402 Assess competence</p> <p>TAEASS402 Participate in assessment validation</p> <p>TAEDEL301 Provide work skill instruction</p> <p>TAEDEL404 Mentor in the workplace</p> <p>Comments noted re differences between greyhounds and other breeds</p> <p>Questions regarding whether or not newly developed units of competency could apply more broadly to canines in general or remain specific to</p> |

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| | | greyhound breeds were raised in a number of consultation workshops and a summary of discussion is outlined |
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Summary of feedback on units of competency

General feedback and issues

All new units have been developed to include volume and/or frequency in performance evidence to comply with the *Standards for Training Packages 2012* and Foundation Skills included in each.

| Stakeholder Comments and Identified Issues – Units of competency | | Consideration and Proposed Resolution |
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| Industry, Govt, RTO NSW | <p>Consider making some of new units (greyhound transition to pet) more general i.e. canine rather than greyhound specific as there is a demand in other sectors for massage therapy and rehoming/adopting dogs</p> <p>Make the unit more general i.e. relevance to canines (all breeds) rather than greyhound specific</p> | <p>Questions regarding whether or not newly developed units of competency could apply more broadly to canines in general or remain specific to greyhound breeds were raised in a number of consultation workshops and a summary of discussion is outlined later in this document</p> |
| RTO NSW | <p>Greyhound Transition to Pet units of competency Consider revising terminology – transition from racing / greyhounds as pets – need to ensure titles that are listed on Statements of Attainment are reflective of skill level and job role (example where the term 'beginning' used in skill set title was not considered to reflect role and experience of participants)</p> | <p>SMEs determined the use of 'transition to pet'. Other groups accepted this terminology. Leave as is</p> |
| Industry TAS | <p>Greyhound Transition to Pet units of competency TAS Racing described model used for GAP-transition to pet program i.e. limited number of volunteers used. Provided feedback on hard copies focusing on edits to ensure TAS Racing model was addressed also in new units i.e. consider including workers as well as volunteers where included in unit</p> | <p>Adopted</p> <p>Models used for GAP in different states needs to be accommodated so that training package components have national application</p> |
| Industry TAS | <p>RGRPSG411 Interpret and manage greyhound behaviour Minor edit to Knowledge Evidence - replace kill with capture</p> | <p>Adopted</p> |

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| Industry TAS | <p>RGRPSG404 Carry out greyhound adoptions PC 3.4 revise wording re confirm match - match can never be confirmed - owner responsibility also Promotion isn't part of the role in Tasmania - should be separate</p> | <p>Adopted - wording altered PC4.3</p> <p>3.4 Observe interaction between new owners, and other pets where relevant, and selected greyhound prior to finalising hand over</p> <p>Adopted - Changed title (removed the word 'promote') to take emphasis off the word 'promote' and association with marketing. Left element 1 as is but changed point 1 in PE</p> <p>1.1 Contribute to the responsible promotion of greyhound transition to pet program via a range of channels</p> |
| Industry TAS | <p>RGRPSG405 Coordinate volunteers in a greyhound transition to pet program Tasmania does not use volunteer staff. suggested making changes throughout the unit: volunteers and/or workers</p> | <p>Volunteers are a key part of some GAP programs – varies on a state by state basis (e.g. SA relies on foster carers)</p> <p>Programs that don't use volunteer staff would not use this unit</p> |
| Industry TAS | <p>RGRPSG406 Coordinate operations of greyhound transition to pet programs Queried feasibility of Performance Evidence (PE) 'contributed two suggestions for improvement to GAP program' Suggested one category of organisational procedures be deleted</p> | <p>A simulation/scenario could be used to satisfy aspect of PE 'contributed two suggestions for improvement to GAP program' so that it is feasible to assess in practice</p> <p>List all relevant organisational procedures for 'coordination' role as part of Knowledge Evidence (KE) since organisation procedures will vary between GAP programs in different states</p> |
| Industry SA | <p>RGRPSG411 Interpret and manage greyhound behaviour</p> <p>Avoid the use of negative discriminative language used to describe greyhound behaviour</p> <p>Reduce the focus on abnormal behaviour and list positive behaviours first</p> <p>Make the unit less greyhound specific so "there is no implication that greyhounds are more aggressive, vicious and less likely to make great pets" - then unit could be opened up to a larger audience who wish to gain education in other breeds</p> | <p>Language modified where possible balance positive behaviours and consider where it may appear discriminatory against the breed</p> <p>Questions regarding whether or not newly developed units of competency could apply more broadly to canines in general or remain specific to greyhound breeds were raised in a number of consultation workshops and a summary of discussion is outlined below</p> |
| Industry TAS | <p>RGRPSG402 Assess greyhounds suitability to transition to a pet</p> <p>PC 4.2 state differences apply</p> <p>Performance Evidence (PE) may be difficult to find examples of aggressive dogs</p> | <p>Adopted - wording altered in PC 4.2.</p> <p>4.2 Advise owner of assessment outcome and/or acceptance to program according to organisational procedures</p> <p>Use of simulations in PE made clearer</p> |

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| Industry SA | <p>SA Racing described model used for GAP-transition to pet program i.e. all dogs must go to foster homes prior to adoption – reliance on foster carers/volunteers</p> <p>Integrity and welfare commission has just started</p> <p>Training delivery – Delivery is in the workplace and a high level of literacy is not required. SATAFE has greyhounds (for courses related to canine delivery)</p> <p>Greyhounds very different to other canines – need different skills for working with greyhounds compared to working in the canine industry</p> <p>Foster carers more likely to do single units and skill sets rather than full qual</p> | <p>Comments noted</p> <p>Feedback provided in email and at workshop was contradictory in places re issue of broadening the units to other breeds.</p> <p>Issue of broadening some aspects from greyhound specific to canine breeds more generally referred to ACM Industry Reference Committee for inclusion in ACM Skills Forecast and potential future project</p> |
| Industry SA | <p>RGRPSG403 Develop and implement greyhound transition to pet plan</p> <p>Advised that in SA volunteers/foster carers are always used PC 2.2</p> | Noted – PC 2.2 current wording allows for state/organisational variation |
| Industry WA | <p>RGRPSG411 Interpret and manage greyhound behaviours</p> <p>Support for 'interpret and manage greyhound behaviours' at higher level – relevant behaviour that is specific to greyhounds needs to be addressed. However, when it comes to term 'behaviour' it can be very broad</p> | Comments noted |
| Skill Sets (Greyhound Transition to Pet) | | |
| VIC RTO, Industry | Skill set title– OK as 'transition to pet' | Noted approval of terminology |
| Industry SA | <p>RGRSSXX1 Greyhound preparation for Transitioning to Pet Skill Set</p> <p>We recommend that unit RGRPSG302 Assess health and provide first aid for greyhounds is also included in this skill set.</p> | Adopted - RGRPSG302 Assess health and provide first aid for greyhounds added to skill set |
| Industry SA | <p>RGRSSXX3 Greyhound Transition to Pet Program Coordination Skill Set</p> <p>Recommend that unit SIRXMKT006 Develop a social media strategy is also included in this skill set.</p> | Adopted - added SIRXMKT006 to and removed ACMCAN302 Prepare and present information to the public to keep no of units at four - otherwise very large skill set |
| Industry VIC | <p>Overall, supportive of Transition to Rehoming Program Skills Sets</p> <p>Broadly supportive in terms of the six new proposed competency units.</p> <p>Interpret and manage greyhound behaviours unit mentions that it builds on the unit 'educate a greyhound'. Unsure why this is the case. Education is a very specific term in terms of the breaking-in</p> | Noted - email comment refers to comment in the unit about this unit building on other similar units |

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| | phase of a greyhound's development and training. Why education and not for example, rearing or training? | |
| Racehorse Transition to New Purpose – Units of Competency | | |
| RTO VIC | RGRPSHXX1-Assess-racehorses-for-transitioning-to-new-purpose It would be appropriate to have ACMEQU205 Apply knowledge of horse behaviour as a prerequisite | Unit is not proceeding due to integration of RGR Racehorse Transition project with current ACM Horse Education project to address overlap and synergies in these areas. Future review of ACM units related to Handling Horses and Horse Behaviour (ACMEQU202 and ACMEQU205) to look at unintended consequences related to training implementation due to prerequisite requirements (and prerequisite chain) of these units |
| Industry NSW | Process in NSW: Assess and grade horses according to behaviour Assess physical condition and muscle development i.e. horses ridden by jockeys/trackriders for short periods for racing need different muscle/strength conditioning for different purposes Average time for retraining is 12 weeks after spelling period of 3-6 months Selling/matching horse to new owner to ride – use video, questions/interview, demonstration to determine skill level. Also check facilities etc. 3 phases (45 steps) – basic education/re-education, introduction to particular activities; groundwork (lunging, physicality-rhythm and tempo; riding – prepare for competition (rhythm and tempo) | Noted - general comments/content - to be added to revised units where applicable |
| Industry TAS | TAS RACING described model used for horse transition to new purposes in Tasmania. The model is more like a club where owner and horses are trained/educated together Basic agreement that their model was covered in the new units. | Noted - general comments Models used for the transition of horses from the racing and breeding sector to new purposes variation between different states and territories. This needs to be taken into account in the development of review of training package components so that they have National application |
| RTO, Industry NSW | Transitioning racehorses target market – could be people with their own horse or horse working in 'off the track' programs. Skills for assessing and educating horses can be similar across all areas. On a state by state basis, a mix of different models are used for transitioning programs of horses from racing to new purposes | Noted - general comments Components related to horses were reviewed and updated to incorporate skills for interpreting equine behaviour, evaluation of training needs and methodologies, re-education and the provision of advice on transitioning and rehoming horses. Industry consultation and feedback has determined synergies between ACM horse education and RGR racehorse transition projects and as a result, a suite of 8 units covering education of horses from |

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| | | early education to re-education and transition for new purposes throughout the lifecycle of the animal are presented as a group at this validation stage. |
| Industry, Govt Qld | Coverage of transitioning of racehorses has expanded in recent years and supportive of measures to document skills for people working in this field | Comment noted |
| Industry SA | <p>Unit – Assess racehorses (first draft) Add PC1.1 establish identification of horse or correctly identify horse Range of Conditions – consider adding other sport/performance horses to be included as the unit has broader application check/add information about business practices i.e. insurances and council/local govt. regulations</p> <p>Unit - Organise handover (first draft) Emphasis in advice and planning section that horses live a long time i.e. 25+ years Include biosecurity/quarantine when moving a horse to a new environment Check wording of ‘care and welfare’ of horses throughout units to ensure correct concepts are conveyed –5 domains and welfare/wellness and well being PC3.3 provide ongoing horse management plan covering education, welfare and behaviour</p> | <p>Noted - send alert re suite of 8 units (ACM and RGR) covering education of horses from early education to re-education and transition for new purposes throughout the lifecycle of the animal.</p> <p>Incorporate 'Assess racehorses' information into 'Re-educate horses to manage behaviours and/or transition to new purposes' unit where applicable</p> <p>Incorporate 'organise handover' information into Advise on transitioning and rehoming horses' unit where applicable</p> |
| Industry WA | <p>Racehorse transition unit 'organise handover' First element 'provide advice' – requirement to do more than 'providing advice' – more of an 'educative' role?</p> | Incorporated 'Organise handover' information into 'Advise on transitioning and rehoming horses' unit. Element 4 covers 'Follow up and support new owner' |
| Industry VIC | <p>RGRPSHXX1 (draft one 'Assess' unit) Replace "recovery" with "rehabilitation"</p> <p>There should be a requirement for a veterinary exam to be included in this process. Referring to relevant personnel is too vague Suggest remove "confirm or" as it is extraneous. If the student is taking on the job of organising a horse's retraining then confirming an agistment or rehabilitation period is part of that organising process There are no consistent assessment tools to my knowledge on assessing horse behaviour and physical features apart from ACMHBR305 and some of the skills outlined in ACMEQU406. I would prefer the term "industry accepted methods" be deleted</p> | <p>Adopted – Recovery replaced with rehabilitation</p> <p>Not adopted as not consistent with AQF level and likely to present barriers for delivery</p> <p>Adopted - moved PC1.4 to RGRPSHXX2</p> |

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| | <p>as what is "industry accepted" may not be the safest or most effective means of assessment</p> <p>Pre-requisites must include handle horses safely. Also ACMHBR305 Assess suitability of horses for specific uses should be part of this unit OR a pre-requisite. It makes sense that ACMHBR305 gives the student the basics of how to assess the horse and then they move onto this unit which really about PREDICTING the suitability of an untrained animal.</p> | <p>Adopted - changed wording to 'use consistent organisational tools'</p> <p>Prerequisite units to be considered for future project</p> |
| Industry VIC | <p>RGRPSHXX1 (draft one 'Assess' unit) Re - 'industry accepted methods' Not sure this comment makes any sense as there are no to my knowledge regarding assessment of horse behaviour, etc.? Assessment would be dependant on whatever discipline the re-trainer is planning on educating the horse for</p> <p>The spelling/rehab part may be better suited to the 'implementing racehorse transition plan'</p> <p>Agree with 'recovery' being replaced by rehabilitation</p> | <p>Adopted - changed wording to 'use consistent organisational tools'</p> <p>Adopted - moved to RGRPSHXX2 (draft 1 'plan and implement' unit)</p> <p>Adopted</p> |
| | <p>RGRPSHXX2 (Draft one 'plan and implement' unit) This is a repeat of 1.4 in RgPSHxx1 - should be in this unit though and the one in xx1 should be plan rehabilitation. Remove "spelling and/or relevant injury management" and replace with suitable rehabilitation</p> <p>There needs to be a fifth performance criteria: "Develop alternative plan(s) if horse proves to be unsuitable for proposed purpose. Unfortunately this may include "appropriate euthanasia and disposal of horse in keeping with regulatory requirements and racing industry codes of practice"</p> <p>Nutrition – needs to be specific to individual horse and consistent with proposed new purpose" - no good feeding the transition horse high grain diet during retraining if it is going to live out its life as a stock horse on a station</p> <p>Include insurance requirements? (public liability)</p> | <p>Adopted</p> <p>Adopted</p> <p>Adopted - added wording</p> |

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| | | Noted - address in RGRPSHxx1 |
| Industry VIC | <p>RGRPSHXX3 (Draft 1 'provide advice' unit)</p> <p>PC 3.5 Educate new owner on responsibilities of transitioned race horse ownership (e.g. status regarding registration and humane disposal)</p> <p>Do these codes of practice exist in all states?</p> <p>Provide advice and organise racehorse transition to a new purpose Element 2, 2.3 'Investigate the skills and experience of the potential purchaser and determine.....' Change the word purchaser to new owner? Many rehomed horses are leased/loaned/fostered/given away especially if through a rescue - rehab organisation.</p> | <p>3.5 Educate new owner on responsibilities of transitioned race horse ownership (e.g. status regarding registration and humane disposal)</p> <p>Noted - relevant codes listed in Knowledge Evidence (most are state based)</p> <p>Adopted - change made 'purchaser' to 'new owner'</p> |
| Skill sets | | |
| Industry VIC | <p>RGRSSXX5-Horse Re-education and Transitioning Skill Set I would still like to see "Handle horses safely" as a compulsory prerequisite in all horse related skill sets - horses most dangerous animal in Australia after all.</p> | Noted - Future review of ACM units related to Handling Horses and Horse Behaviour (ACMEQU202 and ACMEQU205) to look at unintended consequences related to training implementation due to prerequisite requirements in these units |
| Question regarding whether or not newly developed units of competency could apply more broadly to canines in general or remain specific to greyhound breeds | | |
| Industry WA | <p>There is too much unique to Greyhounds to be canine specific. The massage and non-invasive treatments are very racing dog specific and what can and cannot be done is covered by rules of racing as well as any legislated laws.</p> <p>The behaviour is also very greyhound racing dog specific - Whilst there is some cross-over to general canine issues the very specific issues associated with racing greyhounds needs it to remain focussed on their issues alone.</p> | Developing units which broader application would require additional consultation with ACM stakeholders outside of the scope of the current RGR projects, for example with canine health practitioners and behaviourists and other rescue/shelter groups. This work is more closely aligned to the remit of ACM projects and has therefore been referred to ACM Industry Reference Committee (IRC) for consideration in future projects |
| Industry Vic | There is too much unique to greyhounds to be canine specific | |
| Industry NSW | Agree with comments around keeping things specific to greyhounds and their behaviours. Whilst acknowledged there is certainly cross over to some aspects of other breeds, generally speaking the issues are unique to greyhound, their upbringing and chosen career. That being said, hopefully with improved practices in the industry in particular around mandatory socialisation practices, I feel the cross over with 'normal dogs' will increase as they become better | |

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| | equipped for a domestic environment beyond their proposed racing career. | |
| Industry Victoria | <p>Interpret and manage greyhound behaviour - Unit</p> <ul style="list-style-type: none"> • Greyhound behaviour is a function of the current breeding, rearing, training, racing and socialisation practices within the industry. • There are currently programs in place to change and improve these practices. • Many GHs however are well reared and socialised. These tend to be the dogs which are bred by smaller breeders who make the time to socialise their dogs. • These dogs tend to transition into retirement easily. • Conversely some non GH's which are reared in kennel situations (especially German shepherd dogs or dogs being trained for security work) have similar behavioural issues to that seen with some greyhounds. <p>As such I am happy for this unit to be made relevant to all breeds.</p> | |
| Industry Qld | <p>I do think there is scope to make them applicable to other breeds and consideration should be given to that;</p> <p>The only reason there are so many perceived greyhound specific behavioural problems is because they are all subjected to the same background and its current deficits. To understand how to interpret greyhound behaviour, one should be fluent in dog. I think better dogmanship skills in general would be beneficial. No other course really focusses on the one breed of dog, to my knowledge. In my practice, the problems that greyhound adopters (for example) struggle with are invariably the same as those for those who adopt other breeds that have been poorly socialised etc.</p> <p>The other course that we discussed in our group that I struggle to see the relevance for, or benefit of, being greyhound only is the one relating to how to manage a greyhound adoption program....in its current form it caters for very few people. If those planning to undertake the course are also primary contributors to the course content, how will they grow within those roles? There is a dearth of information and courses on how to do run dog rehoming organisations. I see no reason why this couldn't be an all-breed course and it should be.</p> <p>The majority of SME are from the racing industry, which of course is hugely beneficial. However, it may blind side us into forgetting that</p> | |

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| | they are not really a unique population of dogs with unique problems. | |
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