Equine Discussion Paper

PROPOSED CHANGES TO EQUINE TRAINING
PRODUCTS TO ADDRESS TRAINING SAFETY ISSUES
AND CONCERNS INCLUDING CONSIDERATION OF
ASQA RECOMMENDATIONS

AUGUST 2016

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Executive Summary

The Australian Industry Skills Committee (AISC) has asked Skills Impact to consult with relevant Industry Reference Committees (IRCs) and industry to discuss, formulate and agree the changes required to training products to improve safety, quality and consistency in the delivery of equine training.

Training package qualifications are occupational skills standards against which training delivery and assessment of competency can take place; they do not prescribe the learning or training processes designed and implemented by training providers. Guidance material can be provided in training package companion volumes, which can be of assistance to Registered Training Organisations (RTOs) in their formulation of training approaches. These can lift RTO awareness of safe working practices, however they are guidance materials and not enforceable by the RTO regulator, the Australian Skills Quality Authority (ASQA.)

Hence, some improvements in the safety of equine training process can be achieved by making changes to units of competency and qualifications, but the safe performance of training provider-managed processes is managed mainly through other mechanisms.

In December 2015, ASQA published its report into *Training in equine programs in Australia.* The Report contains a wide range of recommendations including recommendations relating to training package development, training package standards, RTOs and AISC priorities. The AISC is interested to know industries' response to these recommendations.

To maintain clarity, it is important to separate out changes that can be made to training packages under the current standards from the broad range of changes recommended by ASQA, even though there is substantial overlap.

This paper is in two sections:

1. The first outlines a proposal for changes to skills standards and qualifications contained within training packages aimed at reinforcing safe working practices for people using horses. We are asking industry to comment on these proposed changes and to indicate support for bringing the changes into effect through training package development, proposed by IRCs and approved by the AISC.
2. The second section of this paper is seeking industry views on the Australian Skills Quality Authority (ASQA) recommendations. This will inform both IRCs and ASQA of industry responses to the recommendations, both the recommendations within and the recommendations outside the scope of training package development.

Feedback Requirements

The purpose of this discussion paper is to seek your feedback in two areas:

1. Firstly, on the proposed training package project, including proposed stakeholder engagement in section one of this paper, and
2. Secondly on ASQA's recommendations.

Section 1: Potential changes to skills standards and qualifications in training packages

In order to decide on the best course of action, Skills Impact has considered the following in this discussion paper:

1. Changes already made to training packages that relate to equine training

2. Further review of units of competency to make possible improvements. This may include:
   o changes to existing units of competency
   o introduction of new competency standards that meet training and safety requirements.

3. Pre-requisite training which may entail the introduction of skill sets

4. The development of Implementation Guides for each training package that has qualifications and units of competency that relate to equine training

5. The consideration of the need and usefulness of consistent assessment materials for use by RTOs dealing with horse related training with the aim of improving safety and consistency in the assessment process.

6. Possible inclusion of units of competency from current suitable State/Territory accredited courses (if there are suitable units they will need to be amended to meet the current training package standards) a process which could support the deletion of accredited courses that duplicate the updated training package.

7. Stakeholder engagement to carry out the above work with involvement from the relevant IRCs, industry experts and regulators.

1.1 Changes already made to training packages that relate to equine training

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

- ACH Agriculture, Horticulture and Conservation and Land Management Training Package
- RGR Racing Training Package and RGR08 Racing Training Package
- ACM Animal Care and Management Training Package
- AMP Australian Meat Processing Training Package
- SIS Sport, Fitness and Recreation Training Package

All these training packages, apart from SIS, last year have undergone changes. Except for ACH, the changed units and qualifications have not yet been endorsed or published, however the relevant horse related draft units of competency and qualifications can be seen on Skill Impact's website: http://www.skillsimpact.com.au/consultations/

Safety, quality and consistency have been improved in the following manner:

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

1.2 Further review of the units of competency

Currently comprising of 37 qualifications, 151 units of competency and four skill sets.

Building upon work undertaken on safety requirements in 2015, it is proposed that a number of changes be made to existing training package components. These changes include:

- update assessment requirements to include templates from the *Procedures for the Delivery of Horse Industry Training* (pre-activity risk assessment, horse suitability audits and participant self-assessment checklists)
- review each unit to ensure there is a strong and consistent focus on safety in riding and handling and in understanding horse behaviour, specifying the level of rider proficiency required for participation in each unit of competency
- review and modify core units in *ACM20215 Certificate II Horse Care*
- embed relevant content from the *SWA Guide* into equine units of competency and qualifications
- review units of competency to provide clearer and more specific requirements for performance evidence, knowledge evidence and assessment conditions for each unit of competency
- specify tighter assessment conditions requirements for assessors

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

Do you agree with Skills Impact's recommendation to further review relevant units of competency?

Please place a ✓ or a X in the relevant box.

Yes	No
✓	

Please provide any other comments you may have about this issue:

1.3 Develop national assessment materials

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

Do you support a project to develop national assessment material for the assessment of equine related qualifications and units of competency? *Pending funding*

Please place a ✓ or a X in the relevant box.

Yes	No
✓	

Please provide any other comments you may have about this issue:

1.4 Pre-requisite training

When working with horses, it is recognised that for safety reasons before embarking on a qualification, pre-requisite training may be required. Where appropriate, skill sets could be used as

mandated pre-requisite training. Skill sets are groupings of units of competency which are combined to provide a clearly defined set of skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement.

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

- *Beginners horse handling safety*
- *Incorporating safety when training and assessing beginners in horse handling*

A unit for trainers focused on understanding horse behaviour and a similar one for trainees could also be developed to ensure that trainers are skilled in understanding and managing horse behaviour and specifically ensuring that a trainees' risk is minimised through correct selection of a horse.

Do you agree with Skills Impact's recommendation to investigate the need for pre-requisite training?

Please place a ✓ or a X in the relevant box.

Yes	No
✓	

Please provide any other comments you may have about this issue:

1.5 Development of Implementation Guides for each of the affected Training Packages

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

Do you agree with Skills Impact's recommendation to develop training package companion volumes to assist RTOs on safe methods of training?

Please place a ✓ or a X in the relevant box.

Yes	No
✔	

Please provide any other comments you may have about this issue:

1.6 Possible inclusion of state/territory accredited courses

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

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

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

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

Do you agree with Skills Impact's recommendation to investigate the inclusion of appropriate state/territory accredited courses?

Please place a ✓ or a X in the relevant box.

Yes	No
✔	

Please provide any other comments you may have about this issue:

Minimise duplication

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

Do you support reviewing the units with the approach of increasing the breadth of applicability of some units and deleting others as determined by industry consultation and agreement?

Please place a ✓ or a X in the relevant box.

Yes	No
✔	

Please provide any other comments you may have about this issue:

1.7 Stakeholder engagement

The following key stakeholders will be invited to participate in the consultation process:

- Australian and New Zealand Policing Advisory Agency (ANZPAA)
- Australian Horse Industry Council
- Australian Standardbred Breeders' Association (ASBA)
- Equestrian Australia
- Horse South Australia

- Industry Training and Assessment Boards (ITABs)
- National and state jockeys' associations
- National and state principal racing authorities (thoroughbred and harness racing) including Darwin Turf Club
- National and state trainers' associations
- National and state work health and safety authorities
- Pony Club Australia
- RTOs including Australian Equine Institute, Australian Racing and Equine Academy and TAFE New South Wales
- Safety in Focus
- State/Territory training authorities
- Thoroughbred Breeders Australia.

Please list any stakeholders that should be consulted that have not already been listed in this paper.

Equine Veterinarians Australia/Australian Veterinary Association

2. Other considerations

2.1 Industry coverage/risk

Review of equine standards in training packages applies to many industries because of the common risks associated with working with horses (encapsulating horse psychology, behavior, speed and size). However, despite commonalities, it needs to be recognized that safety issues differ depending on the purpose that horses are used for, i.e. racing, using horses for stock handling, using horses for recreational purposes etc. It is also important to recognize that some environments that horses are used in are covered by WorkCover and others are not.

2.3 Training packages consultation

This work will entail consultation on four training packages all of which have units that deal with the use of horses and hence have people undergoing training in horse use:

- *ACH Agriculture, Horticulture and Conservation and Land Management Training Package*

- *RGR Racing Training Package*
- *ACM Animal Care and Management Training Package*
- *AMP Australian Meat Processing Training Package*

The *SIS Sport, Fitness and Recreation Training Package* also contains a number of qualifications and units of competency related to horse handling and use. Skills Impact will consult with the SSO responsible for this training package to ascertain its IRC's position and views to responses of this discussion paper.

Section 2: ASQA recommendations

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

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

In December 2015, ASQA released their final report for the strategic review of training in equine programs in Australia. The report contains 11 recommendations. They focus on particular areas of concern identified through the research undertaken for this review, stakeholder consultations, and the audits that were conducted.

Feedback on ASQA's Recommendations

The Australian Industry Skills Committee (AISC) is seeking relevant industry response to each of ASQA's recommendations as outlined in the report and as included in the summary from the report below.

Recommendation 1 It is recommended that the training package developers:

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

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
			✓	

Please provide any other comments you may have about this issue:

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

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
				✓

Please provide any other comments you may have about this issue:

Introduction to Recommendation 3

Embedding safe practice in the training environment

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

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

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

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

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

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

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

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

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

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

It is therefore proposed that ASQA issue a General Direction[1] that all RTOs delivering equine programs must demonstrate completion of a horse suitability audit and checklist, such as those in the Procedures for the Delivery of Horse Industry Training as part of their compliance with the assessment requirements of Standard 1 of the Standards for RTOs 2015. It is also recommended that the audit occur before the first time the horse is used for an activity and that it is subsequently kept current by updating it after each use, noting that the initial risk assessment of the horse will impact on the extent and depth of the audit that is required after each use. It is also proposed that the risk assessment documents be retained for a period of six months from the date of the student assessment to which the horse and rider risk assessment is relevant. This requirement is in accordance with ASQA's *General Direction – Retention requirements for completed student assessment items*.[2]

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

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

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[1] S28 of the National Vocational Education and Training Regulator Act 2011

[2] http://www.asqa.gov.au/media-and-publications/retention-requirements-for-completed-student-assessmentitems.html

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

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

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

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

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

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
		✓		

Given that some adverse behaviours can be precipitated by health or lameness considerations, it would be appropriate to have horses assessed medically by a veterinarian as part of the initial horse suitability audit. The medical assessment should include but not be limited, a lameness exam. Horse use should be approved and monitored by a ethics committee which includes criteria to seek veterinary care to ensure that a change in suitability is not due to excessive use or health realted issues.

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

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
			✓	

Please provide any other comments you may have about this issue:

Introduction to Recommendation 5
Embedding safe horse riding and handling practice in training packages

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

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

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

Stronger integration of safety, especially in lower level qualifications, is seen as even more important with the increased popularity and prevalence of equine units being delivered through VET in schools.[3]

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

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

Not all jurisdictions require trainees or apprentices in the racing industry to have completed a lower level qualification, where basic handling and riding skills could be comprehensively assured. In the *Review of apprentice jockey recruitment training and welfare[4]*, it was noted that new apprentice jockeys have less equine experience and exposure to horses and all-round horse skills than in the past.

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[3] VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. VET in Schools programs may involve structured work placements. Source: National Centre for Vocational Education Research (2013) Glossary of VET, accessed 29 June 2015, http://www.voced.edu.au/glossaryvet, p 116.

[4]Review of apprentice jockey recruitment training and welfare 2011-2012 Racing Queensland p5

It is noted that the previous training package developer for this industry, AgriFood Skills Australia undertook a review of all equine qualifications and that an entry level certificate II qualification which covers basic horse riding and care[5] was developed offering a number of streams as a pathway into employment in a range of equine sectors, including racing, breeding, agriculture and recreation.

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

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

The core units currently proposed in the draft qualification are:

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

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

- Perform horse riding skills at walk and trot, and
- Perform horse riding skills at walk, trot and canter[6].

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

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

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[5] The Certificate II in Horse Care was the proposed title

[6] Unit titles are as titled in the draft ACM20115 Certificate II in Horse Care at 15 May 2015, provided by AgriFood Skills Australia.

which permits the specification of the knowledge, skills or experience required by the learner to commence the qualification.

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

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

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

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
				✓

Please provide any other comments you may have about this issue:

Introduction to Recommendation 6

Embedding safety in the workplace

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

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

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

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

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

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

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

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

Recommendation 6

It is recommended that:

- jurisdictions that have not implemented the SWA Guide to Managing Risks When New and Inexperienced Persons Interact with Horses give consideration to its implementation in their jurisdictions and promote it as a resource for this industry
- the training package developers in their review of equine qualifications consider the contents of the Guide to Managing Risks When New and Inexperienced Persons Interact with Horses in collaboration with industry, to determine whether any aspects of the hazard

and risk assessment and control measures should be embedded into the equine units of competency and qualifications, and

- the training package developers, in collaboration with state and territory work health and safety regulators and ASQA, consider measures to improve safety in equine training programs.

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
			✓	

Please provide any other comments you may have about this issue:

Introduction to Recommendation 7

Short duration courses

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

This review has found that a number of course durations advised by RTOs fell significantly *below Australian Qualifications Framework* (AQF) requirements for certificate II and III qualifications. The fulltime volume of learning measure for a certificate II according to the AQF is typically 0.5 to one year (600 to 1200 hours) full-time equivalent, and for a certificate III, one to two years (1200 hours to 2400 hours) full-time equivalent. All Australian Government, state and territory ministers for training agreed that these benchmarks should be implemented by 1 January 2015 with training package developers and accrediting authorities[7] to have policies and processes in place in time to ensure implementation by the required date.

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[7] The Australian Qualifications Framework (the AQF) defines accrediting authorities as 'either authorised under legislation or has been given the responsibility to accredit programs of learning leading to AQF qualifications and/or to register providers to issue AQF qualifications'. The AQF defines 'authorised issuing organisations' as including registered training organisations (RTOs) authorised by the Australian Skills Quality Authority and the government accrediting authorities in Victoria and Western Australia to issue AQF qualifications in vocational education and training. The list of accrediting authorities in place at the time of the AQF 2nd edition which is the current version includes the National Skills Standards Council responsible for the endorsement of AQF qualifications in national training packages. The National Skills Standards Council has been replaced by the Australian Industry and Skills Committee which now has responsibility for endorsement of national training package qualifications. See Australian Qualifications Framework, Second Edition, (January 2013), accessed 27 July 2015, at http://www.aqf.edu.au/resources/aqf/, pp21, 22, 91, 103.

The New South Wales Coroner queried whether the volume of learning in the training provided to Sarah Waugh, was sufficient for a beginner rider to demonstrate controlling and working educated horses via mustering exercises.[8] This was reiterated by other stakeholders during consultations, one of whom suggested that mandatory hours for the basic riding units should be set at 120 hours.

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

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

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

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

ASQA has made a submission to the Australian *Government's Review of Training Packages and Accredited Courses*[9] and included advice on the need to address this issue. The outcome of this process is expected to be announced in the near future.

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

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

Recommendation 7 It is recommended that:

- the *Standards for Training Packages* be amended as a matter of urgency to include a mandatory field in the qualification and unit templates that specifies the 'minimum amount of training benchmark' and describes appropriate variations to the minimum amount of training benchmark to reflect the acceptability of shorter courses when there are relevant

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[8] State Coroner's Court of New South Wales (23 December 2011), Inquest into the death of Sarah Waugh 2990/10
[9] See https://consult.industry.gov.au/vet-reform/training-packages-review

learner characteristics, such as learners who already have relevant and recent equine experience, and

- after the amendments have been made to the *Standards for Training Packages,* the Australian Industry and Skills Committee prioritises the work of training package developers to revise training packages to comply with the new requirements.

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
			✓	

Please provide any other comments you may have about this issue:

Introduction to Recommendation 8

Assessment

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

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

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

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

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

It was suggested that the training packages need to provide guidance on how students should progress through different 'levels' of horses, with increasing exposure of students to more

challenging horses. The training packages need to be more specific on the number of horses on which a student needs to demonstrate competency.

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

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

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

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

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

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

Finally, given the high level of non-compliance with the assessment standard at the initial audit (17 or 85 per cent of 20 RTOs audited for this review), it is important to note that the qualification *TAE40110 Certificate IV in Training and Assessment* does not include *TAEASS502B Design and develop assessment tools*, as a core unit. Achieving competency in this unit would build higher level skills in assessment. This issue was referred to the training package developer who had responsibility for development and maintenance of this qualification, Innovation and Business Skills Australia.[10]

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[10] The custodian of this training package is now PwC Skills for Australia SSO

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

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

Trainer and assessor skills

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

The audits found that the majority of RTOs' trainers and assessors do already hold additional competencies or were in the process of obtaining them. Most trainers and assessors also hold first aid qualifications/competencies. Almost half of the RTOs audited had some or all of their trainers and assessors holding level 1 or 2 National Coaching Accreditation such as that offered through Equestrian Australia.[11]

Some RTOs have trainers and assessors who are either undertaking or possess:
- Horse Safety Australia accreditation as instructors
- senior instructor or instructor skill sets from the *SIS10 Sport, Fitness and Recreation Training Package*, or
- a statement of attainment for *SISOEQO414A Instruct horse riding and handling skills*.

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

> **Recommendation 8** It is recommended that training package developers in their review of equine qualifications:
>
> - provide clearer and more specific requirements for performance evidence, knowledge evidence and assessment conditions for each unit of competency
> - specify, where required, the direct observation of competency by a qualified assessor

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[11] See Equestrian Australia, EA Education Courses, accessed 30 March 2015 at http://www.equestrian.org.au/Coaching-courses

- 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.

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
			✓	

Please provide any other comments you may have about this issue:

Recommendation 9

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

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
			✓	

Please provide any other comments you may have about this issue:

Introduction to Recommendation 10

The VET market

The review has found that as a result of the diversity of settings and activities in which people work with horses there are numerous equine units of competency spread across five industry training packages[12] and many equine VET accredited courses.

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

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

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

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

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

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

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[12] The five national training packages containing equine units of competency are: AHC10 Agriculture, Horticulture and Conservation and Land Management, RGR08 Racing, ACM10 Animal Care and Management, MTM11 Australian Meat Industry, SIS10 Sport, Fitness and Recreation. Further information about the diversity of VET equine programs is in chapter 4.

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

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
			✓	

AVA has a policy that all dental procedure on horses and related species should be performed only by registered veterinarians and be supported by evidenced-based medicine. Further to this policy we would like to see a discontinuation of equine dentistry being a vocational qualification.

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

Please place a ✓ or a X in the relevant box.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
			✓	

Please provide any other comments you may have about this issue:

If you would like to provide more information, please attach your document to your response.

For further information please contact Skills Impact on (03) 9321 3526 or inquiry@skillsimpact.com.au

Appendix A: Assessment requirements for ACMEQU205 Develop horse riding skills at walk and trot

Relates to Section 1.1

ACMEQU205	Develop horse riding skills at walk and trot
Application	This unit of competency describes the skills and knowledge required to control a quiet and well educated horse at walk and trot in enclosed arenas.
	It focuses on demonstration of basic riding skills through participation in supervised horse riding activities in controlled conditions, using quiet, calm and tractable horses that are suitable for the level of rider experience.
	It also covers understanding potential risks when working with and around horses and the application of industry guidelines and procedures to ensure the welfare and safety of the individual, other participants and horses.
	This unit applies to individuals developing skills needed to ride horses in work tasks. They may have no experience, limited experience or no recent experience riding horses to undertake defined routine activities under supervision with limited responsibility for their own work.
	This unit of competency operates in environments that may include exercise yards and fenced horse riding areas or arenas.
	In addition to legal and ethical responsibilities, all units of competency in the ACM Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.
	No occupational licensing, legislative or certification requirements apply to this unit at the time of publication, except for the racing industry where workers may need to be licensed (contact State Principal Racing Authority for advice).
Prerequisite units	ACMEQU202	Handle horses
Unit sector	Equine (EQU)

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

Element	Performance criteria
1. Prepare for horse riding activity	1.1 Review current riding skill level with riding instructor
	1.2 Identify common horse behaviour, social traits and vices under saddle
	1.3 Identify animal welfare requirements and risks associated with the location, environment and horse riding activity
	1.4 Use industry standard terminology to identify and describe horse riding related activities
	1.5 Comply with riding instructor's directions when participating in riding activity
2. Select and prepare gear, horse and personal equipment	2.1 Identify parts of saddle and bridle and features that allow adjustment for different size horses
	2.2 Select gear and personal protective equipment and confirm it is in safe working condition
	2.3 Catch and secure horse following safe handling procedures
	2.4 Carry out pre-exercise grooming
	2.5 Fit horse with designated gear in preparation for riding
3. Demonstrate independent, controlled beginner riding skills	3.1 Mount horse in a safe and balanced manner
	3.2 Ride horse through walk and trot in a balanced and calm manner
	3.3 Use recognised aids such as legs, weight, hands and voice to control movement, speed and direction of horse at halt, depart, walk and trot
	3.4 Ride horse through a variety of required movements
	3.5 Control horse at all times and approach hazards appropriately to minimise risk
	3.6 Dismount and lead horse in a controlled manner
4. Provide post-exercise care of horse and gear	4.1 Secure horse and remove gear
	4.2 Carry out post-exercise warm-down and grooming
	4.3 Release horse as directed
	4.4 Check, clean, maintain and store gear
	4.5 Report damaged gear to supervisor

Foundation Skills
Foundation Skills essential to performance are explicit within the performance criteria of this unit of competency.

Range of Conditions
Safe Work Australia provides the following advice:
"Supervisors and instructors for new and inexperienced riders need to understand their special needs. Knowing how to ride does not make a person competent to supervise or train new riders. Often experienced riders are not aware of their own poor habits or unsafe practices.

Range of Conditions
<mark>Instructing new riders is a specialised skill and requires formal qualifications as an instructor. Instructors should know how to organise and respond to different types of riders."</mark> Ref: Safe Work Australia "Guide to Managing Risks When New and Inexperienced Persons Interact With Horses" June 2014 Australia

Unit Mapping Information	No unit equivalent.

ASSESSMENT REQUIREMENTS	
ACMEQU205	**Develop horse riding skills at walk and trot**

Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit including being observed riding a quiet, calm and tractable horse suitable for their level of riding skill with and without other horses and riders in the immediate vicinity.

This must be observed on at least two different horses on at least three different occasions.

The candidate must demonstrate that they can:

- use and care for appropriate gear and equipment including personal protective equipment for riding horses
- effectively mount and dismount using a mounting block
- achieve an effective and balanced riding position, using aids to halt, walk and trot
- control the horse at all times during:
    - walking following a designated track in a fenced riding area in the following tasks:
        - maintaining the walk for a minimum of 100m
        - starting from the halt and following the track
        - stopping at a designated point
        - walking away from a group of other riders
        - walking on a diagonal line in a riding area
        - following a serpentine or other curved track to demonstrate changes in direction
        - walking through a gateway
    - performing rising trot on a designated track in a fenced riding area including the following tasks:
        - maintaining trot for a minimum of 300m
        - following the outside track of a riding area
        - following a diagonal track across a riding area
        - trotting away from and returning to a group of other riders
        - following a circle track in each direction
        - changing direction from one circle to another and back again
    - changing gait through progressive transitions from halt to trot and back to halt
- use pre and post-exercise grooming and care for equipment
- safely control, lead and handle horse in open and confined spaces
- apply animal welfare practices in the context of own work
- communicate clearly and concisely with supervisor including raising issues of concern related to riding horses
- use industry standard terminology to identify and describe horse riding related activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- purpose and use of different items of gear and equipment including personal protective equipment

ASSESSMENT REQUIREMENTS	
ACMEQU205	**Develop horse riding skills at walk and trot**

- application of natural aids to communicate with a horse
- gaits of the horse
- safe group riding techniques
- risk factors that influence a horse's behaviour including other horses, fences, equipment, other people or animals, vehicles, wind, noise and other hazards
- common horse behaviour, social traits and vices under saddle
- ways to control and direct a horse under saddle in a fenced riding area
- risks to horse or rider, including riding surface and conditions
- work health and safety rules and systems of work associated with riding in an arena or in groups
- potential hazards in the horse riding environment

Assessment Conditions

Assessment must be conducted using live horses in a simulated environment.

Assessment must be conducted using a quiet horse, trained to ensure safe, tractable and manageable behaviour even when handled by inexperienced individuals (noting that any horse may be unpredictable in certain circumstances). Candidates must demonstrate basic horse riding skills with and without other horses and riders as part of the activity.

Assessors must satisfy current standards for RTOs.

Assessors must have current, relevant experience completing horse care procedures, fitting gear and tacking-up horses for exercise under saddle as well as riding to perform school figures and coaching beginner riders to develop the learners' skills in establishing rider balance and coordination of natural aids to control horses' gait, speed and direction. The assessor must also be able to identify the symptoms and behaviours that indicate pain or distress in horses related to exercise as well as being able to identify early warning signs of loss of control by riders in order to prevent incidents that could lead to injury of horse or rider.

Links	https://agrifoodskills.site-ym.com/?tpCompanionGuides

Appendix B: List of Accredited Units to be considered for mapping against training package qualifications

Relates to Section 1.6

NSWTEQ7205A	Lunge performance horses for exercise
NSWTEQU202A	Prepare to work in the performance horse industry
NSWTEQU205A	Lunge performance horses for exercise
NSWTEQU205B	Lunge performance horses for exercise
NSWTEQU206A	Ride performance horses for exercise in an arena
NSWTEQU206B	Ride performance horses for exercise in an arena
NSWTEQU303A	Care for performance horse
NSWTEQU303B	Care for performance horses
NSWTEQU304B	Maintain the health and welfare of performance horses
NSWTEQU305B	Participate in horse events/activities
NSWTEQU307B	Ride and lead performance horses
NSWTEQU402B	Manage horses to meet performance horse sport requirements
NSWTEQU403B	Evaluate equine training methodologies
NSWTEQU404B	Manage international opportunities for performance horses
NSWTEQU410A	Interpret equine behaviour
NSWTEQU411A	Implement and monitor equine health and welfare strategies
NSWTEQU412A	Manage the development and presentation of young horses
NSWTEQU413A	Implement an equine facility maintenance improvement and management program
NSWTEQU414A	Manage the re-education of horses
NSWTEQU415A	Analyse equine pedigrees
NSWTEQU501B	Manage legal aspects of horse enterprises
NSWTEQU503B	Evaluation horse conformation
NSWTEQU504B	Manage equine nutrition
NSWTEQU505B	Manage fitness for horses
NSWTEQU506B	Mange performance horse breeding operations
TIGAWL301A	Introduction to animal welfare and the recreational horse industry
TIGEA301A	Provide equine accommodation
TIGEAP301A	Introduction to equine anatomy and physiology
TIGEGT301A	equine groundwork and transportation
TIGEPH301A	Introduction to the evolution and psychology of equine behaviour
TIGGEM301A	Carry out the grooming of horses and maintain grooming equipment
TIGHHC302A	Undertake preventative equine health care
TIGOHS301A	Apply health and safety procedures in equine recreational activities
TIGPEA301A	Provide equine accommodation
TIGURG308A	Undertaking riding at the appropriate skill level
VBP161	Develop and implement a marketing plan for stud stock
VU20496	Work with horses
VU20497	Manage horse health and welfare

VU20498	Implement procedures for foaling down mares
VU20499	Implement and monitor horse nutrition program
VU20500	Manage OHS procedures and environmental work practices
VU20501	Manage horse nutrition
VU20502	Manage reproductive outcomes of stallions and mares
VU21401	Work safely in an equine organisation
VU21402	Implement horse health and welfare practices
VU21403	Implement and monitor a horse feeding program
VU21404	Relate equine form and function
VU21405	equine anatomy
VU21406	equine physiology
VU21407	Demonstrate basic horse riding or driving skills
VU21408	Demonstrate novice horse riding or driving skills
VU21409	Assist in the preparation of a horse for an event
VU21410	Assist in the conduct of an event in the equine industry
VU21411	horse breeding principles and practices
VU21412	Care for pregnant mares and foals
VU21710	Employ knowledge of equine distal limb anatomy and physiology in hoof management
VU21711	Apply the principles of equine orthopaedics
VU21712	Integrate equine biomechanics and hoof management
VU21713	Manage equine hoof development
VU21714	Provide equine barefoot rehabilitation
VU21715	Provide functional equine hoof protection
VBP146	Develop and monitor business operations
VU21413	Develop basic coaching skills
VBM709	Assist in preparation of a horse for a competition
VBP537	Determine foot care and shoeing plans for the horse
VBM660	Horse riding or driving skills 1
VBM663	Horse riding or driving skills 11-specific equine discipline
VBM739	Identify horse breeding principles and assist in practices
VU21844	Manage a horse nutrition program
VU21846	Manage horse pastures
VBPU915	Modify horse behaviour
VU20729	Modify horse behaviour
VU20727	Recommend horse head gear and bits
VBPU913	Recommend horse head gear and bits
VU20726	Work effectively as an equine dental technician within the horse industry
VBPU912	Work effectively as an equine dental technician within the horse industry
VBP541	Accommodate special needs of particular horses through farrier techniques
VBQU339	Assess conformation, movement, anatomy and physiology of horses

VBP538	Fit shoes for normal healthy horses
VBP539	Fit shoes to alleviate moderate faults and defects in horses
VBP540	Fit shoes to alleviate severe faults and defects in horses
VBP534	Handle horses safely in provision of farriery services
VBP536	Make standard shoes for a range of horses
VU20759	Work safely with horses
VU21847	Work with horses
VBM664	Assist in conduct of an event in the equine industry
VBM665	Care for mares and foals in the equine industry
VPAM325	Equine anatomy and physiology
VPAU323	Equine form and function
VBM657	Identify and develop a career path in the equine industry
VU20724	Manage treatment and referral for range of equine dental conditions
VBPU911	Manage treatment and referral for range of equine dental conditions
VBPU910	Perform a range of equine dental technician treatments
VU20725	Perform a range of equine dental technician treatments
VBPU909	Rasp equine teeth
VU20723	Rasp equine teeth
VBP532	Respond to emergencies and apply essential first aid in the equine industries
VBPU914	Respond to equine dental and oral disease
VU20728	Respond to equine dental and oral disease
VPAU322	Respond to equine injury and disease
VBP531	Work effectively as a farrier in the equine industries
VPAU321	Work in an equine organisation
VBP530	Perform routine day to day farriery services