

Modification history

Release	Comments
Release 1	This version released with RGR Racing Training Package Version 1.0.
Release 2	This version released with RGR Racing and Breeding Training Package Version 3.0.

RGRPSG203	Promote and enhance greyhound behaviour
Application	<p>This unit of competency describes the skills and knowledge required to interpret the behaviour of individual greyhounds and to achieve an understanding of factors affecting behaviour.</p> <p>This unit applies to all individuals who work directly with greyhounds in the greyhound industry.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit. Refer to your state or territory Controlling Body or Principal Racing Authority for current licence or registration requirements.</p>
Prerequisite Unit	Nil
Unit Sector	Performance services greyhounds (PSG)

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Apply knowledge of canine behaviour	1.1 Source and interpret information on greyhound behaviour and its implications for the training and management of greyhounds 1.2 Apply knowledge of canine behaviour to specific training methods, systems and techniques 1.3 Review greyhound establishment layout and the implications for greyhound behaviour and welfare 1.4 Suggest modifications to layout to enhance greyhound welfare and behaviour 1.5 Modify the behaviour of a greyhound to perform a specific task using knowledge of canine cognition and learning
2. Use knowledge of behaviour to improve the welfare of greyhounds	2.1 Identify and comply with the codes of practice that relate to the welfare of greyhounds 2.2 Identify problem behaviours in greyhounds, including likely causes, treatment and prevention <u>PC2.3 Identify enrichment and socialisation activities for greyhounds to improve potential for transition to a pet environment</u>

Commented [SH1]: Is PC2.3 appropriate?

Foundation Skills	
<i>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.</i>	
Skill	Description
Reading	<ul style="list-style-type: none"> Collect, read and analyse sufficient information about greyhound behaviour to meaningfully apply the knowledge to own interactions with greyhounds

RGRPSG203 Promote and enhance greyhound behaviour

Unit Mapping Information			
Code and title current version	Code and title previous version	Comments	Equivalence status
RGRPSG203 Promote and enhance greyhound behaviour (Release 2)	RGRPSG203 Promote and enhance greyhound behaviour (Release 1)	Minor change to performance evidence and new PC2.3	Equivalent unit
RGRPSG203 Promote and enhance greyhound behaviour	RGRPSG301A Supervise handling of greyhounds	Content of <i>RGRPSG301A Supervise handling of greyhounds</i> has been incorporated into: <ul style="list-style-type: none"> • RGRPSG208 Promote and enhance greyhound health and welfare • RGRPSG209 Ethically rehome a greyhound • RGRPSG203 Promote and enhance greyhound behaviour 	No equivalent unit
Links	Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c4b8489-f7e1-463b-81c8-6ecce6c192a0		

TITLE	Assessment requirements for RGRPSG203 Promote and enhance greyhound behaviour
Performance Evidence	
<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:</p> <ul style="list-style-type: none"> accurately interpreted canine and greyhound behaviour including: <ul style="list-style-type: none"> body language vocalisation locomotory behaviour interactions with other dogs interactions with people applied knowledge of canine behaviour to greyhound handling and training used knowledge of how environment can affect behaviour to describe best practice used knowledge of canine behaviour to analyse current handling, training, transport and housing of at least three greyhounds and made recommendations for improvements that enhanced both the welfare and behaviour of individual greyhounds. 	
Knowledge Evidence	
<p>An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> behavioural needs and patterns of greyhounds current research in sufficient depth to be able to apply the results of the research to the management, handling, housing and training of greyhounds with regards to: <ul style="list-style-type: none"> canine cognition ethology behaviour and learning effects on the behaviour and welfare of greyhounds with regards to: <ul style="list-style-type: none"> the environment housing handling training greyhound behavioural signals including: <ul style="list-style-type: none"> body language vocalisation locomotory behaviour interactions with other dogs the relationship between greyhound behaviour and greyhound welfare Five Domains model of animal welfare. 	
Assessment Conditions	
<p>Assessment of skills must take place under the following conditions:</p> <ul style="list-style-type: none"> physical conditions: <ul style="list-style-type: none"> a greyhound establishment or an environment that accurately represents workplace conditions resources, equipment and materials: <ul style="list-style-type: none"> typical workplace resources, including live greyhounds access to resources on canine and greyhound behaviour specifications: <ul style="list-style-type: none"> greyhound industry codes of practice for animal welfare. <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p>	
Links	Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c4b8489-f7e1-463b-81c8-6ecce6c192a0

Commented [SH2]: Add *interactions with people* to address socialisation?