

**Modification history**

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

RGRPSHXX2	Plan and implement racehorse educational transition plan
<b>Application</b>	<p>This unit of competency describes the skills and knowledge required to design and implement individual education programs to enable horses bred for the racing industry, which may or may not have raced, to transition to a new purpose or use.</p> <p>The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities dealing with predictable and unpredictable problems relating to their work in the racehorse racing sector.</p> <p>All work must be carried out to comply with workplace procedures, according to state/territory animal welfare and health and safety regulations, legislation and standards that apply to the workplace.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Prerequisite Unit</b>	<p>The prerequisite unit of competency for this unit is:</p> <ul style="list-style-type: none"> <li>ACMPHR401 Interpret equine behaviour</li> </ul>
<b>Unit Sector</b>	Performance services horses (PSH)

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. Develop a sequential plan to educate individual racehorses to transition to a new purpose	<p>1.1 Review initial assessment outcomes on suitability to transition to a new purpose</p> <p>1.2 Apply advanced knowledge of equine behaviour and learning theory to design an individual horse education plan after initial assessment</p> <p>1.3 Confirm or organise spelling <b>and/or relevant injury management 'let down'</b> requirements, specific to individual horse needs, prior to commencing the education program</p> <p>1.4 Establish level of buyer or owner involvement in education and incorporate in plan where possible</p> <p>1.5 Document key stages of education plan, proposed timeframes and success criteria</p> <p><b>1.6 Develop a budget to cover costs associated with the transition plan</b></p>
2. Implement transition education program according to plan	<p>2.1 Assess safety risks and equine welfare requirements associated with educating individual horses</p> <p>2.2 Establish a safe, controlled environment free from hazards to minimise risks to people and the welfare of horses</p> <p>2.3 Introduce new tack, ground work, flatwork and other relevant activities to shape behaviour and responses to cues appropriate for new purpose</p> <p>2.4 Expose the horse to new activities, routines and/or environments to assist with transitioning to a new purpose</p> <p>2.5 Devise strategies to manage difficult behaviours tailored to individual horse requirements</p> <p>2.6 Ensure diet and exercise requirements specific to the individual horse are included as part of the program</p>

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Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
3. Review transition education program	3.1 Assess individual horse progress against success criteria and/or milestones in transition education plan 3.2 Evaluate horse readiness to transition to new purpose based on progress against plan criteria 3.3 Revise plan modifying activities and/or extending timelines to address needs of horses that are not ready to transition to new purposes 3.4 Prepare a profile of the horse addressing specific education, diet and health care requirements ready for buyer or new owner

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
Learning	<ul style="list-style-type: none"> <li>Actively source current, evidence-based information on equine education and learning theory to inform practices</li> </ul>
Navigate the world of work	<ul style="list-style-type: none"> <li>Take responsibility for following industry and regulatory requirements for own role and area of work</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Plan, sequence and prioritise activities; monitoring risks and adjusting activities to achieve outcomes</li> <li>Use problem solving strategies, intuition and past-experience to manage contingencies and potential problems</li> </ul>

Unit Mapping Information			
Code and title current version	Code and title previous version	Comments	Equivalence status
RGRPSHXX2 Plan and implement racehorse transition plan	Not applicable	New unit	No equivalent unit

<b>Links</b>	Companion Volumes, including Implementation Guides, are available at VETNet: <a href="https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c4b8489-f7e1-463b-81c8-6ecce6c192a0">https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c4b8489-f7e1-463b-81c8-6ecce6c192a0</a>
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RGRPSHXX2 Plan and implement racehorse transition plan

<b>TITLE</b>	<b>Assessment requirements for RGRPSHXX2 Plan and implement racehorse transition plan</b>
<b>Performance Evidence</b>	
An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.	
There must be evidence that the individual has:	
<ul style="list-style-type: none"> <li>• <del>developed and implemented an racehorse</del> education plan for <u>two-three</u> horses to transition to different new purposes</li> <li>• <u>introduced new gear and equipment to two recently retired horses to perform a new activity.</u></li> </ul>	
<b>Knowledge Evidence</b>	
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:	
<ul style="list-style-type: none"> <li>• animal welfare principles and racing industry codes of practice relevant to transitioning horses to new purposes</li> <li>• work health and safety requirements relating to interacting with horses</li> <li>• safe environments for educating horses, including: <ul style="list-style-type: none"> <li>• fenced areas</li> <li>• free from hazards</li> <li>• personal protective equipment (PPE)</li> </ul> </li> <li>• <u>costs associated with a transition plan, including fees for agistment, veterinarian, farrier, feed, training and gear</u></li> <li>• current research in equine cognition, ethology, behaviour and learning theory</li> <li>• impact of background/history on transition education program, including: <ul style="list-style-type: none"> <li>• exposure to limited tack and gear</li> <li>• racing code</li> <li>• training regime, diet and injuries</li> </ul> </li> <li>• ground work activities, including: <ul style="list-style-type: none"> <li>• long reining</li> <li>• lungeing</li> <li>• tying up in different environments</li> <li>• general commands</li> </ul> </li> <li>• flatwork riding activities <ul style="list-style-type: none"> <li>• mounting from blocks</li> <li>• riding under saddle at in different gaits - walking, trotting, cantering</li> </ul> </li> <li>• <del>??</del></li> <li>• exposure to new/different environments and activities, including: <ul style="list-style-type: none"> <li>• stables, paddocks, arenas</li> <li>• unfamiliar noise, objects, animals</li> <li>• <del>??</del>transportation</li> </ul> </li> <li>• types of cues and behaviours needed for new purposes or equine disciples</li> <li>• <del>strategies to address behaviours and conditions, typically linked to strong flight or fight response, that</del> <u>which</u> may impact on a horse transitioning to new purposes, including: <ul style="list-style-type: none"> <li>• fearful, nervous, timid, anxious behaviour</li> <li>• aggressive responses to people and/or other horses</li> <li>• overt signs of stress</li> <li>• fears of specific stimuli</li> <li>• high risk behaviours (biting, kicking, panicking, extreme flight response)</li> </ul> </li> <li>• <u>conditions that may impact on a horse transitioning to new purposes due to pain, including:</u> <ul style="list-style-type: none"> <li>• significant injuries - leg, pelvic, back/lumbar</li> <li>• <u>hoof problems.</u></li> </ul> </li> </ul>	
<b>Assessment Conditions</b>	
Assessment of skills must take place under the following conditions:	

Commented [SH1]: Please review KE for accuracy / gaps. Note - anything listed must be assessed.

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<b>Assessment Conditions</b>
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| <ul style="list-style-type: none"><li>• physical conditions:<ul style="list-style-type: none"><li>• a workplace or an environment that accurately represents workplace conditions</li></ul></li><li>• resources, equipment and materials:<ul style="list-style-type: none"><li>• various horses bred for racing to be educated for transition to new purposes</li><li>• equipment required for transition education program, including PPE.</li></ul></li></ul> |
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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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<b>Links</b>
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