

Modification history

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

RGRPSHXX4	Re-educate horses to manage behaviours and/or transition to new purposes
Application	<p>This unit of competency describes the skills and knowledge required to assess and implement a plan to modify horse behaviour and/or prepare a horse to transition to new purposes. It focuses on safely and humanely conducting re-education activities within the cognitive and physical limitations of the individual horse. The unit applies to all breeds of horses and disciplines and has particular relevance to racehorses and performance horses.</p> <p>The unit applies to individuals who have responsibility for re-educating horses to perform in new disciplines, transition to new purposes and/or modify a wide range of behaviours. Individuals must have existing high-level handling and riding skills and experience handling a variety of horses, including those with difficult behaviours in-hand and under saddle.</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>
Prerequisite Unit	<p>Nil</p> <p>OR</p> <p>The prerequisite unit of competency for this unit is:</p> <ul style="list-style-type: none"> ACMPHR401 Interpret equine behaviour
Unit Sector	Performance services horses (PSH)

Commented [DM1]: Q - Is this prerequisite unit required?

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. Establish arrangements for re-educating and/or transitioning a horse to new purposes	1.1 Determine client requirements for re-educating and/or transitioning the horse to new purposes 1.2 Confirm business arrangements, fees and timeframes with the client 1.3 Collate and review horse history and background information provided by client and/or from other relevant sources of information 1.4 Identify individual horse, establish ownership and industry sector requirements relevant to transitioning or rehoming horses
2. Conduct initial assessment of the horse	2.1 Establish a safe controlled environment to conduct the assessment 2.2 Assess horse soundness, conformation, physical features and health 2.3 Assess horse behaviour, temperament, ground manner and determine current level of education 2.4 Identify behaviours or conditions that need to be addressed in a re-education and/or transition plan 2.5 Record information about the horse and assessment outcomes accurately 2.6 Make a judgement about the type and extent of re-education required 2.7 Discuss findings, desired outcomes and required action including costs with owner or relevant person

RGRPSHXX4 Re-educate horses to manage behaviours or transition to new purposes

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. Develop a sequential plan to re-educate and/or transition individual horses	3.1 Apply knowledge of equine behaviour and learning theory to design an individual horse re-education and/or transitioning plan after initial assessment 3.2 Assess safety risks and horse welfare requirements associated with re-educating and/or transitioning individual horses 3.3 Incorporate client involvement in plan as required 3.4 Ensure diet and exercise requirements specific to the individual horse and consistent with proposed new purpose are included in the program 3.5 Record key stages of the plan, proposed timeframes and success criteria
4. Implement re-education and/or transition program	4.1 Establish a safe, controlled environment free from hazards to minimise risks to people and horses 4.2 Introduce new tack, ground work, flatwork and other relevant activities to shape behaviour and responses to cues appropriate for new purpose 4.3 Expose the horse to new activities, routines and/or environments to assist with transitioning to a new purpose 4.4 Devise strategies to manage unwanted behaviours tailored to individual horse requirements
5. Review re-education and/or transition program	5.1 Assess progress of individual horse against success criteria and evaluate horse readiness to transition to new purpose 5.2 Revise plan, modifying activities and/or extending timelines, to address needs of horses that have not met success criteria 5.3 Discuss with client alternative plans for a horse that has significant re-education issues or is unsuited for proposed new purpose 5.4 Recommend ongoing education, welfare and care requirements for individual horse at the completion of the program

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"> Actively source current, evidence-based information on equine education and learning theory to inform practices
Numeracy	<ul style="list-style-type: none"> Use mathematical concepts to calculate training fees and costs Calculate and adjust timelines in schedules or plans
Navigate the world of work	<ul style="list-style-type: none"> Take responsibility for complying with regulatory requirements, including work health and safety and animal welfare within own role and area of work Follow safe, ethical and humane horse handling industry practices
Get the work done	<ul style="list-style-type: none"> Use problem solving strategies, intuition and past-experience to manage contingencies and potential problems

Unit Mapping Information			
Code and title current version	Code and title previous version	Comments	Equivalence status
RGRPSHXX4 Re-educate horses to manage behaviours and/or transition to new purposes	Not applicable	New unit	No equivalent unit

Links	Companion Volumes, including Implementation Guides, are available at VETNet:
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RGRPSHXX4 Re-educate horses to manage behaviours or transition to new purposes

	https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c4b8489-f7e1-463b-81c8-6ecce6c192a0
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TITLE	Assessment requirements for RGRPSHXX4 Re-educate horses to manage behaviours and/or transition to new purposes
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Performance Evidence	
<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</p> <p>There must be evidence that the individual has:</p> <ul style="list-style-type: none"> • assessed at least three horses for re-education or transitioning to a new purpose • developed and implemented a plan for: <ul style="list-style-type: none"> • one horse displaying difficult or unwanted behaviour • one horse to be transitioned to a new purpose or environment • demonstrated ground work activities, including long-reining, lungeing, tying up in different environments and general commands for two horses • demonstrated flatwork riding activities including, mounting from blocks, riding under saddle in different gaits for two horses • discussed with a client or owner: <ul style="list-style-type: none"> • business arrangements for re-educating/transitioning one horse • the ongoing education, welfare and care requirements of the individual horse at the completion of the program • options for a horse that was deemed unsuitable to re-educate or transition to a new purpose. 	

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"> • animal welfare principles and industry requirements relevant to rehoming or transitioning horses to new purposes including the Rules of Racing related to harness and/or thoroughbred racing codes • work health and safety requirements relating to interacting with horses, including: <ul style="list-style-type: none"> • safe environments - fenced areas, free from hazards • personal protective equipment (PPE) • sources of background information on individual horses, including: <ul style="list-style-type: none"> • previous rider, driver, owner, trainer and/or breeder • records from relevant discipline bodies or Principal Racing Authority • identification information • types of background information to consider in assessment, including: <ul style="list-style-type: none"> • breeding pedigree and bloodline • early education, exposure to tack and gear, training regime • racing or performance history • health and injury history, diet • costs associated with a re-education/transition plan, including fees for agistment, veterinarian, farrier, feed, training and gear • current research in equine cognition, ethology, behaviour and learning theory • different types and purposes of tack and gear, including saddles, bridles, bits, girth, stirrups • exposure to new/different environments and activities relevant to specific outcomes • behaviours and conditions that may impact on a horse due to its history, level of education and welfare issues, including pain, injuries, hoof problems • humane options for horses assessed as not suitable for re-educating/transitioning to new purposes, including: <ul style="list-style-type: none"> • alternate uses • paddock retirement • euthanasia. 	

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
 - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
 - various horses to be re-educated and/or transitioned to a new purpose assessed as appropriate for the skill of the individual
 - equipment including tack and PPE.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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