

22246VIC

Certificate II in Equine Studies

1 January 2014 to 31 December 2018

22246VIC Accreditation extended to: 31 December, 2019

Version 2

This course has been accredited under Parts 4.4 and 4.6 of the *Education and Training Reform Act 2006*

Accredited for the period: 1 January 2014 to 31 December 2018

22246VIC Accreditation extended to: 31 December 2019



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22246VIC Certificate II in Equine Studies

Modification History

Version	Date	Details															
2	December 2018	Accreditation period extended by the VRQA.															
2	October 2015	Update of three superseded training package units <table border="1" data-bbox="528 533 1369 750"> <tr> <td>HLTFA211A Provide basic emergency life support</td> <td>HLTAID002 Provide basic emergency life support</td> <td>Not Equivalent</td> </tr> <tr> <td>HLTFA311A Apply first aid</td> <td>HLTAID003 Provide first aid</td> <td>Equivalent</td> </tr> <tr> <td>BSBITU202A Create and use spreadsheets</td> <td>BSBITU202 Create and use spreadsheets</td> <td>Equivalent</td> </tr> </table>	HLTFA211A Provide basic emergency life support	HLTAID002 Provide basic emergency life support	Not Equivalent	HLTFA311A Apply first aid	HLTAID003 Provide first aid	Equivalent	BSBITU202A Create and use spreadsheets	BSBITU202 Create and use spreadsheets	Equivalent						
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1.1	April 2014	Correction of the mapping table <table border="1" data-bbox="528 869 1369 1288"> <tr> <td>VBM664 Assist in the conduct of an event in the equine industry</td> <td>VU21409 Assist in preparation of a horse for an event</td> <td>Equivalent</td> </tr> <tr> <td>VBM709 Assist in preparation of a horse for competition</td> <td>VU21410 Assist in the conduct of an event in the equine industry</td> <td>Equivalent</td> </tr> <tr> <td colspan="3">Changed to:</td> </tr> <tr> <td>VBM664 Assist in the conduct of an event in the equine industry</td> <td>VU21410 Assist in the conduct of an event in the equine industry</td> <td>Equivalent</td> </tr> <tr> <td>VBM709 Assist in preparation of a horse for competition</td> <td>VU21409 Assist in preparation of a horse for an event</td> <td>Equivalent</td> </tr> </table>	VBM664 Assist in the conduct of an event in the equine industry	VU21409 Assist in preparation of a horse for an event	Equivalent	VBM709 Assist in preparation of a horse for competition	VU21410 Assist in the conduct of an event in the equine industry	Equivalent	Changed to:			VBM664 Assist in the conduct of an event in the equine industry	VU21410 Assist in the conduct of an event in the equine industry	Equivalent	VBM709 Assist in preparation of a horse for competition	VU21409 Assist in preparation of a horse for an event	Equivalent
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1	1 January 2014	Initial release															


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Section A: Copyright and course classification information

1. Copyright owner of the course	Copyright of this document is held by the Department of Education and Training, Victoria © State of Victoria.
2. Address	Department of Education and Training Higher Education and Skills Executive Director Training System Performance and Industry Engagement PO Box 4367 Melbourne VIC 3001 Organisational Contact: Manager Training Products Higher Education and Skills Telephone: (03) 7022 1619 Day to Day to day contact: Curriculum Maintenance Manager – Primary Industries Email: kateb-rd@melbournepolytechnic.edu.au Telephone: (03) 9269 1391
3. Type of submission	The course is submitted for reaccreditation. It replaces and has equivalent outcomes to: <ul style="list-style-type: none"> • 21908VIC Certificate II in Equine Industry
4. Copyright acknowledgement	Units of competency from nationally endorsed training packages can be accessed from Training.gov here Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia. © Commonwealth of Australia <ul style="list-style-type: none"> • AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package <ul style="list-style-type: none"> – AHCWRK204A Work effectively in the industry – AHCHBR203A Provide daily care for horses – AHCMOM203A Operate basic machinery and equipment – AHCINF201A Carry out basic electrical fencing operations – AHCINF202A Install, maintain and repair fencing – AHCINF203A Maintain properties and structures • RGR08 Racing Training Package <ul style="list-style-type: none"> – RGRPSH205A Perform basic riding tasks – RGRPSH203A Perform basic driving tasks • BSB Business Services Training Package <ul style="list-style-type: none"> – BSBITU202 Create and use spreadsheets • HLT Health Training Package <ul style="list-style-type: none"> – HLTAID002 Provide basic emergency life support – HLTAID003 Provide first aid • SIR07 Retail Services Training Package <ul style="list-style-type: none"> – SIRXSL201 Sell products and services – SIRXSL002A Advise on products and services



	<ul style="list-style-type: none"> - SIRXCCS201 Apply point of sale handling procedures - SIRXCCS202 Interact with customers - SIRADM001A Apply retail office procedures • SIS10 Sport, Fitness and Recreation Training Package <ul style="list-style-type: none"> - SISOEQO201A Handle horses - SISOEQO202A Demonstrate basic horse riding skills 						
5. Licensing and franchise	<p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (http://creativecommons.org/licenses/by-nd/3.0/au/). You are free to use, copy and distribute to anyone in its original form as long as you attribute the, Department of Education and Training as the author, and you license any derivative work you make available under the same licence.</p>  <p>Request for other use should be addressed to :</p> <p>Department of Education and Training Higher Education and Skills Executive Director Engagement, Participation and Inclusion PO Box 4367 Melbourne VIC 3001</p> <p>Copies of this publication can be downloaded free of charge from the DET website here.</p>						
6. Course accrediting body	Victorian Registration and Qualifications Authority (VRQA)						
7. AVETMISS information	<p>AVETMISS classification codes</p> <table border="1"> <tr> <td>ANZSCO [Australian and New Zealand Standard Classification of Occupations]</td> <td>841516 Stablehand</td> </tr> <tr> <td>ASCED Code – 4 digit (Field of Education)</td> <td>0501 Agriculture</td> </tr> <tr> <td>National course code</td> <td>22246VIC</td> </tr> </table>	ANZSCO [Australian and New Zealand Standard Classification of Occupations]	841516 Stablehand	ASCED Code – 4 digit (Field of Education)	0501 Agriculture	National course code	22246VIC
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National course code	22246VIC						
8. Period of accreditation	1 January 2014 to 31 December 2019						



Section B: Course Information

1. Nomenclature	<i>Standard 1 for Accredited Courses</i>
1.1 Name of the qualification	22246VIC Certificate II in Equine Studies
1.2 Nominal duration of the course	410 – 492 nominal hours
2. Vocational or educational outcomes of the course	<p><i>Standard 1 for Accredited Courses</i></p> <p>The Certificate II in Equine Studies is primarily an entry level vocational qualification which will enable successful graduates to apply for employment in different sectors of the equine industry in roles such as stablehands or stud hands or further study in a range of equine or equine related qualifications in horse breeding, sport or racing. Graduates who have undertaken this course as a VCE VET program and who have the required ATAR scores may wish to apply for university degree courses in equine or equine related fields.</p>
3. Development of the course	<i>Standards 1 and 2 for Accredited Courses</i>
3.1 Industry /enterprise/ community needs	<p>The horse industry is multi-disciplined and represents a variety of activities including primary production, sport (e.g. performance horses, thoroughbred and standardbred racing) and recreational interests. It is estimated that the industry contributes approximately \$6.5-8 billion to the gross national product. It is not possible to quantify the exact number of horses there are in Australia but it is estimated to be at least one million and may be higher. The industry is characterised by many small businesses or individuals employed on a part time basis within the industry.</p> <p>Equestrian Australia (EA) has a membership of over 18,000 with 70,000 horses in the Federation's database. National equestrian sport participation rates are just over 66,194. Australia is recognised internationally as a producer of outstanding race horses but has also excelled in the performance sport of three day eventing, winning its first Olympic gold medal in Rome in 1960 and winning three successive Olympic gold medals culminating in the Sydney Olympics in 2000. Australians regularly compete at international events in all the Olympic equine disciplines.</p> <p>The Australian thoroughbred racing industry creates a gross economic impact of approximately \$7.75 billion. The racing industry is also one of the mainstays of the economic base of regional Australia. In 2011/12, 24,633 thoroughbred mares were covered in the breeding season and 765 thoroughbred stallions stood at stud. The estimated gross domestic product of the Australian harness racing industry for last season was \$1,659,240,814.</p> <p>This qualification was first developed in 2003, and has been successfully delivered for ten years with demand remaining consistent. Although units of competency from a number of Training Packages including Agriculture (horse breeding sector), Racing, and Sport, Fitness and Recreation are relevant to specific sectors of the industry, no Training Package has an appropriate</p>

	<p>entry level qualification that meets the needs of the broader equine industry.</p> <p>The course has continued to attract a healthy number of enrolments. It is widely delivered both within the TAFE sector and as a VET in Schools program. A total of twenty registered training organisations have 21908VIC Certificate II in Equine Industry on their scope of registration. Enrolment data is as follows: 2009 – 619 2010 – 573 2011 – 570 2012 - 551</p> <p>An expert committee was established to advise of the course development. Members of the steering committee were: Melissa Weatherley Racing Victoria Alison Wall Victorian Curriculum and Assessment Authority Natalie Welsh Darley Australia Pty Ltd Deborah Lovett Horse Riding Club Assoc of Vic Gaye Gauci Fobern Lodge Racing Stables Kammy Cordner Hunt Pony Club Assoc Victoria - Chair Christine Nevill Hollylodge Thoroughbreds Clare Pearce Box Hill Institute Jo Brett Goulburn Ovens TAFE</p> <p>The Project Manager was Kate Bryce, Primary Industries Curriculum Maintenance Manager, Northern Melbourne Institute of TAFE.</p>
<p>3.2 Review for re-accreditation</p>	<p><i>Standards 1 and 2 for Accredited Courses</i></p> <p>As part of the ongoing course maintenance process, superseded units in 21908VIC were replaced with current units from AHC10 Agriculture/Horticulture and Conservation and Land Management Training Package HLT07 Health Training Package and SIS10 Sports, Fitness and Recreation Package. Amendments were also made to the range statements in <i>VPAU322 Respond to equine injury and disease</i>, <i>VPAU323 Relate equine form and function</i> and <i>VPAU325 Equine anatomy and physiology</i>.</p> <p>As part of the review for reaccreditation a skills and knowledge profile was developed in order to review and validate the core skills required for employment in the industry. The survey findings gave the steering committee direction in determining which competencies should be included in the core. Key areas of skills and knowledge identified in the survey as important include:</p> <ul style="list-style-type: none"> • safe work practices • handling horses • signs of ill health and injury • daily care requirements <p>There can be no new enrolments in 21908VIC Certificate II in Equine Industry after 31 December 2013.</p> <p>Transition arrangements</p>

	Refer to the following table for the mapping of units in the superseded 21908VIC Certificate II in Equine Industry against units in the current courses.
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Units from superseded course	Units in current course	Relationship
AHCWRK204A Work effectively in the industry	AHCWRK204A Work effectively in the industry	No change
SISOEQO201A Handle horses	SISOEQO201A Handle horses	No change
VPAU321 Work in an equine organisation	VU21401 Work safely in an equine organisation	Equivalent
VBM657 Identify and develop a career path in the equine industry		No equivalent unit
HLTFA201B Provide basic emergency life support	HLTAID002 Provide basic emergency life support	Not Equivalent
AHCHBR203A Provide daily care for horses	AHCHBR203A Provide daily care for horses	No change
AHCHBR201A Monitor horse health and welfare		No equivalent unit
VPAU322 Respond to equine injury and disease	VU21402 Implement horse health and welfare practices	Equivalent
SISOEQO408A Determine nutritional requirements for horses	VU21403 Implement and monitor a horse feeding program	Not equivalent
VPAU323 Relate equine form and function	VU21404 Relate equine form and function	Equivalent
VPAM325 Equine anatomy and physiology	VM21405 Equine anatomy VM21406 Equine physiology	Based on but not equivalent to VPAM325 Equine anatomy and physiology additional new elements in Equine physiology
VBM660 Horse riding or driving skills	VU21407 Demonstrate basic horse riding or driving skills	Equivalent
SISOEQO202A Demonstrate basic horse riding skills	SISOEQO202A Demonstrate basic horse riding skills	No change
RGRPSH205A Perform basic riding tasks	RGRPSH205A Perform basic riding tasks	No change
RGRPSH203A Perform basic driving tasks	RGRPSH203A Perform basic driving tasks	No change
VBM663 Horse riding or driving skills II	VU21408 Demonstrate novice horse riding or driving skills	Equivalent
AHCMOM203A Operate basic machinery and equipment	AHCMOM203A Operate basic machinery and equipment	No change
AHCINF201A Carry out basic electric fencing operations	AHCINF201A Carry out basic electric fencing operations	No change
AHCINF202A Install, maintain and repair fencing	AHCINF202A Install, maintain and repair fencing	No change
AHCINF203A Maintain properties and structures	AHCINF203A Maintain properties and structures	No change
VBM664 Assist in the conduct of an event in the equine industry	VU21410 Assist in the conduct of an event in the equine industry	Equivalent
VBM709 Assist in preparation of a horse for competition	VU21409 Assist in preparation of a horse for an event	Equivalent

Units from superseded course	Units in current course	Relationship
VBM739 Identify horse breeding principles and assist in practice	VM21411 Horse breeding principles and practices	Equivalent
VBM665 Care for mares and foals in the equine industry	VM21412 Care of pregnant mares and foals	Equivalent
SIRXSLS201 Sell products and services	SIRXSLS201 Sell products and services	No change
SIRXSLS002A Advise on products and services	SIRXSLS002A Advise on products and services	No change
SIRXCCS202 Apply point of sale handling procedures	SIRXCCS202 Apply point of sale handling procedures	No change
SIRXCCS202 Interact with customers	SIRXCCS202 Interact with customers	No change
SIRXADM001A Apply retail office procedures	SIRXADM001A Apply retail office procedures	No change
BSBITU202A Create and use spreadsheets	BSBITU202 Create and use spreadsheets	No change
HLTFA301C Apply first aid	HLTAID003 Provide first aid	Equivalent
	VU21413 Demonstrate basic coaching skills	No equivalent unit

4. Course outcomes	<i>Standards 1, 2 and 3 for Accredited Courses</i>
4.1 Qualification level	<p>This course is consistent with AQF level II as defined in the Australian Qualifications Framework. The Certificate II qualifies individuals to undertake mainly routine work and as a pathway to further learning.</p> <p>Knowledge Graduates of a Certificate II will have basic factual, technical and procedural knowledge in a defined area of work and learning such as social behaviour and body language of horses.</p> <p>Skills Graduates of a Certificate II will have:</p> <ul style="list-style-type: none"> • cognitive skills to access, record and act on a defined range of information from a range of sources such as safe work practices. • cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems such as signs of illness or injury. • technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options such as basic hoof care. <p>Application of knowledge and skills Graduates of a Certificate II will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • with some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning such as catching, leading and tying up horses. • with limited autonomy and judgement in providing first aid. • own defined and routine tasks in known and stable contexts such as daily care requirements.

	<ul style="list-style-type: none"> • with limited autonomy and judgement to complete routine but variable tasks in collaboration with others in a team environment such as feeding and watering. <p>Volume of learning</p> <p>The volume of learning of a Certificate II is typically 0.5 – 1 years and incorporates structured training delivery and unstructured learning activities such as:</p> <ul style="list-style-type: none"> • structured training activities to develop knowledge of the breadth of the equine industry, OHS procedures, basic research skills and language, literacy and numeracy skills • preparing a horse for an equine event • contributing to the preparations of an event in the equine industry
<p>4.2 Employability skills</p>	<p><i>Standard 4 for Accredited Courses</i></p> <p>Certificate II in Equine Industry</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> • read and interpret policies, procedures, and regulatory requirements • provide information to colleagues clearly and accurately • complete animal and other work records • convey information to supervisor or service providers (e.g. vet, farrier) • confirm work instructions as required • apply numeracy skills to workplace requirements • interpret and follow workplace instructions • listen to and interpret verbal information • speak clearly when providing information or requesting clarification <p><u>Teamwork</u></p> <ul style="list-style-type: none"> • work with others to achieve collective goals • discuss work program to ensure continued smooth operation • agree on methods and procedures • contribute to workplace health and safety • contribute to monitoring the health and welfare of horses <p><u>Problem solving</u></p> <ul style="list-style-type: none"> • calculate doses for drenches by body weight according to instructions • respond to animal behaviour • deal with an undiagnosed problem • report difficulties in completing tasks • seek advice from others, including workplace supervisor <p><u>Initiative and enterprise</u></p> <ul style="list-style-type: none"> • identify the need for professional assistance • provide first aid to a horse • take responsibility for quality of own work • amend own work practices and behaviour to reflect feedback or personal monitoring <p><u>Planning and organisation</u></p> <ul style="list-style-type: none"> • follow stable work schedules and routines • plan work sequences

	<ul style="list-style-type: none"> • organise stable cleaning and maintenance routines • develop a career plan and objectives • request an animal health practitioner to attend an ill or injured horse • observe quarantine and biosecurity procedures • follow and apply operational plans, systems and procedures • organise, plan and complete own workplace tasks <p><u>Self-management</u></p> <ul style="list-style-type: none"> • take responsibility for quality of own work • handle horses gently and calmly • comply with workplace standards for dress and behaviour • interpret and apply regulations, standard operating procedures and instructions • monitor and evaluate own work performance <p><u>Learning</u></p> <ul style="list-style-type: none"> • identify personal capabilities and interests in relation to career goals • identify education and training activities to facilitate achievement of career objectives <p><u>Technology</u></p> <ul style="list-style-type: none"> • select and use tools, materials and equipment • respond to hazards and incidents • identify stable maintenance and repair needs • fit working gear and rugs • follow and apply operational and maintenance instructions for equipment used in a stable • following and applying OHS procedures when using and maintaining stable equipment
<p>4.3 Recognition given to the course (if applicable)</p>	<p><i>Standard 5 for Accredited Courses</i></p> <p>Not applicable</p>
<p>4.4 Licensing/ regulatory requirements (if applicable)</p>	<p><i>Standard 5 for Accredited Courses</i></p> <p>At the time of accreditation no licensing or regulatory requirements apply.</p>
<p>5. Course rules</p>	
<p>5.1 Course structure <i>Standards 2, 6 and 7 for Accredited Courses</i></p>	
<p>To be eligible for the award of 22246VIC Certificate II in Equine Industry, learners must successfully complete a total of 12 units / modules comprising:</p> <ul style="list-style-type: none"> • 10 core units • 2 elective units <p>All elective units may be selected from this or any other accredited course or endorsed training package from units first packaged at an AQF level 1 or 2 in the source curriculum or training package and should not duplicate the outcomes of the core units.</p> <p>Elective units should support and enhance vocational, educational and/or personal development needs of learners.</p> <p>Learners who do not successfully complete all the required units for the qualification will be issued with a Statement of Attainment for completed units.</p>	

Unit / Module Code	Field of Education code	Unit /module title	Pre-requisite	Nominal hours
Core units (10)				
AHCWRK204A		Work effectively in the industry	Nil	20
SISOEQO201A		Handle horses	Nil	20
VU21401	120505	Work safely in an equine organisation	Nil	50
HLTAID002		Provide basic emergency life support	Nil	12
AHCHBR203A		Provide daily care for horses	Nil	40
VU21402	050105	Implement horse health and welfare practices	Nil	60
VU21403	050105	Implement and monitor a horse feeding program	Nil	40
VU21404	050105	Relate equine form and function	Nil	50
VU21405	050105	Equine anatomy	Nil	30
VU21406	050105	Equine physiology	Nil	50
Sub-total				372
Elective units (select 2)				
VU21407 or SISOEQO202A or RGRPSH205A	092101	Demonstrate basic horse riding or driving skills or Demonstrate basic horse riding skills or Perform basic riding tasks Note: Only one elective may be selected from this group	SISOEQO201A Nil Nil	40 20 50
RGRPSH203A		Perform basic driving tasks Note: Unit may be selected to meet elective requirement in addition to VU21407 only if VU21407 is delivered to develop riding skills and not driving skills.	Nil	70
VU21408	092101	Demonstrate novice horse riding or driving skills	VU21407 or SISOEQO202A or RGRPSH203A, or RGRPSH205A	40
AHCMOM203A		Operate basic machinery and equipment	Nil	20
AHCINF201A		Carry out basic electric fencing operations	Nil	40
AHCINF202A		Install, maintain and repair fencing	Nil	30
AHCINF203A		Maintain properties and structures	Nil	30
VU21409	092101	Assist in the preparation of a horse for an event	Nil	40
VU21410	050105	Assist in the conduct of an event in the equine industry	Nil	40
VU21411	050105	Horse breeding principles and practices	Nil	40
VU21412	050105	Care for pregnant mares and foals	Nil	40
SIRXSLS201		Sell products and services	Nil	20

SIRXSLS002A		Advise on products and services	Nil	30
SIRXCCS201		Apply point of sale handling procedures	Nil	20
SIRXCCS202		Interact with customers	Nil	30
SIRXADM001A		Apply retail office procedures	Nil	20
BSBITU202		Create and use spreadsheets	Nil	20
HLTAID003		Provide first aid	Nil	18
VU21413		Develop basic coaching skills	Nil	40
Nominal duration			410-492	

5.2 Entry requirements	<p><i>Standard 9 for Accredited Courses</i></p> <p>The physical requirements for entry into this course are based on the demands placed on individuals who handle horses and undertake stable management duties and are designed to ensure their safety, the safety of others and the safety of the horses in their care</p> <ul style="list-style-type: none"> • a moderate level of physical stamina and strength • a moderate level of agility and coordination. <p>The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners aligned to the Australian Core Skills Framework (ACSF), details of which can be accessed here.</p> <p>Learners are best equipped to achieve the course outcomes in the Certificate II in Equine Industry if they have minimum language, literacy and numeracy skills that are equivalent to Level 2 of the ACSF. Indicators of ACSF Level 2 could include:</p> <ul style="list-style-type: none"> • extracting key information from a simple text such as a written notification of a change to class times • writing a brief report on a previous education or training experience in legible script and using upper and lower case letters appropriately and consistent print or cursive script • using familiar course timetabling information to identify class locations and times and to estimate travel time. <p>Learners with language, literacy and numeracy skills at lower levels than those suggested will require additional support to successfully undertake the qualification.</p>
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6. Assessment	
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6.1 Assessment strategy	<p><i>Standard 10 for Accredited Courses</i></p> <p>All assessment will be consistent with: Standard 1.2 of the <i>Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration</i> See more information here.</p> <p>Consistent with Standard 1, Element 5 of the <i>Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration</i>, RTOs must ensure that Recognition of Prior Learning (RPL) is offered to all applicants in determining competency for Credit.</p>
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The following principles should be used as a guide to the assessment approach:

- assessment tasks/activities should be grounded in a relevant context and not be culturally biased
- students should be assessed across a wide range of tasks integrated into practice, in order to increase reliability and validity of assessment. One-off assessment tasks do not provide a reliable and valid measure of competence
- instructions for assessment tasks should be clear, explicit and ordered. Students must know what is expected and the criteria by which they will be judged
- time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the task
- assessment should be validated. Moderation is likely to be a critical tool in validation. A range of validation strategies should be used, for example, mentoring, client satisfaction surveys, peer review and co-assessments
- appropriate reference materials should be available to students during assessment, e.g. personal word lists, dictionaries, thesaurus, calculators

Assessment tools must meet the rules of evidence. To meet the rules, evidence must be:

- valid, for example, address the elements and performance criteria, reflect the skills and knowledge described in the unit of competency, show application in the context described in the Range Statement
- current, for example, demonstrate the candidate's current skills and knowledge
- sufficient, for example, demonstrate competence over a period of time, demonstrate repeatable competence, not inflate the language, literacy and numeracy requirements beyond those required in performing the task and
- authentic, for example: be the work of the learner, be corroborated / verified

A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance. Assessment tools should also take into account the proposed destination of students.

The Critical Aspects of Evidence section of each unit provides essential guidance on acceptable evidence.

Assessment methods and tools may include:

- oral or written questioning
- verbal presentations
- multi-media presentations
- folios
- solving problems

	<ul style="list-style-type: none"> • written reports • ongoing assessment by the teacher/s • examinations <p>Evidence may include:</p> <ul style="list-style-type: none"> • interview records/checklists • assessment records • reports • field notes/observation logbooks • student folios of completed tasks <p>The evidence collected must relate to a number of performances assessed at different points in time, and, in a learning and assessment pathway, these must be separated by further learning and practice.</p> <p>Evidence requirements are specified in units in each qualification. Where appropriate, training providers are encouraged to take a holistic approach to assessment, by assessing more than one element concurrently, or combining the final assessment for more than one unit.</p> <p>When assessing units of competency from Training Packages, the evidence gathering and assessment must be carried out in accordance with the relevant Training Package guidelines. The assessment guidelines include the necessary qualifications for those conducting assessments and provide for situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.</p> <p>All participants can seek recognition for any competencies held and for any relevant qualifications or experience. Recognition decisions should be based on the principles of assessment and rules of evidence as defined in the AQTF.</p>
<p>6.2 Assessor competencies</p>	<p><i>Standard 12 for Accredited Courses</i></p> <p>The <i>Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration</i>, Standard 1.4 states the requirements for the competence of persons assessing the course. See more information here.</p> <p>Assessors of the imported units of competency must meet the guidelines of the relevant Training Package and/or accredited Course Documentation.</p> <p>The Standards generally require that assessors:</p> <ul style="list-style-type: none"> • have the training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successor, and • have the relevant vocational competencies at least to the level being delivered or assessed, and • can demonstrate current industry skills directly relevant to the training/assessment being undertaken and • continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence

	<p>Assessors should also have appropriate interpersonal and communication skills.</p> <p>Alternatively, a panel, team or partnership approach involving assessors and technical experts whereby the assessment is conducted by a team/panel/partnership in which at least one assessor has the competencies determined by the NSSC (or its successor) and the other assessor(s) have the relevant competencies, at least to the level being assessed.</p>
7. Delivery	
7.1 Delivery modes	<p><i>Standard 11 for Accredited Courses</i></p> <p>All units of competency in the courses may be delivered in a variety of modes: classroom delivery, workplace projects, practical work, self-paced learning and case studies.</p> <p>Delivery options, including grouping of learners and learning activities, should recognise the varying learning needs, educational backgrounds, preferred learning styles and constraints of the individual learner and the specific requirements of each unit.</p> <p>Some areas of content may be common to more than one unit and therefore integration may be appropriate. Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate.</p> <p>This course is available for full or part-time study. Providers should be flexible in the way the training is delivered to ensure they meet the needs of the client group.</p>
7.2 Resources	<p><i>Standard 12 for Accredited Courses</i></p> <p>Resources include teachers/trainers who meet the <i>Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration</i> Standard 1.4. See more information here.</p> <p>It is recommended that horse riding instructors have National Coaching Accreditation Scheme (NCAS) Level 1 or equivalent.</p> <p>Participants must have access to:</p> <ul style="list-style-type: none"> • an appropriate equine workplace or an environment that reproduces normal work conditions in a commercial industry environment • equipment and tools normally used in the equine workplace • documentation normally used in the equine workplace • personal protective clothing and equipment • a range of horses. <p>Access is also required to a classroom, library, computer and audio-visual equipment. Providers must have access to an approved Animal Ethics Committee (AEC) in situations where live animals are used for training.</p>
8. Pathways and articulation	<p><i>Standard 8 for accredited courses</i></p> <p>Imported units of competency give individuals automatic recognition for those units within a range of training packages.</p>

	<p>Individuals will receive credit for units in qualifications within the following Training Packages:</p> <ul style="list-style-type: none"> • AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package • RGR08 Racing Training Package • HLT Health Training Package • BSB07 Business Services Training Package • SIR07 Retail Services Training Package • SIS10 Sport, Fitness and Recreation Training Package <p>The course will enable individuals to enter further education with an equine focus. This includes courses offered by TAFE and private RTOs in agriculture, horse breeding, horse management, racing, as well as those offered by universities or higher education providers in science or agriculture with an equine specialisation. Examples of qualifications include:</p> <p>RGR20108 Certificate II in Racing (Stablehand) RGR30208 Certificate III in Racing (Advanced Stablehand) RGR30108 Certificate III in Racing (Trackrider) RGR40208 Certificate IV in Racing (Jockey) RGR40308 Certificate IV in Racing (Harness Race Driver) AHC30310 Certificate III in Horse Breeding SIS20210 Certificate II in Outdoor Recreation SIS30410 Certificate III in Outdoor Recreation SIS40310 Certificate IV in Outdoor Recreation SIS50310 Diploma of Outdoor Recreation SIS20410 Certificate II in Sport Career Oriented Participation SIS30710 Certificate II in Sport Coaching SIS30610 Certificate III in Sport Career Oriented Participation SIS30710 Certificate III in Sport Coaching SIS40510 Certificate IV in Sport Coaching 21924VIC Diploma of Equine Performance Management 22186VIC Certificate IV in Horse Breeding (Stud Supervision) 22139VIC Diploma of Horse Breeding (Stud Management) Bachelor of Equine Studies Bachelor of Equine Science</p>
<p>9. Ongoing monitoring and evaluation</p>	<p><i>Standard 13 for accredited courses</i></p> <p>Ongoing monitoring and evaluation of the course is the responsibility of the Primary Industries Curriculum Maintenance Manager (PICMM). PICMM will ensure that the content remains relevant and that teaching strategies are appropriate to the content.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"> • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. <p>Any significant changes to the courses will be notified to the VRQA.</p>

Section C: Units of competency

Core units

AHCWRK204A Work effectively in the industry
SISOEQO201A Handle horses
VU21401 Work safely in an equine organisation
HLTAID002 Provide basic emergency life support
AHCHBR203A Provide daily care for horses
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

Elective units

VU21407 Demonstrate basic horse riding or driving skills
SISOEQO202A Demonstrate basic horse riding skills
RGRPSH205A Perform basic riding tasks
RGRPSH203A Perform basic driving tasks
VU21408 Demonstrate novice horse riding or driving skills
AHCMOM203A Operate basic machinery and equipment
AHCINF201A Carry out basic electric fencing operations
AHCINF202A Install, maintain and repair fencing
AHCINF203A Maintain properties and structures
VU21409 Assist in 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
SIRXSLS201 Sell products and services
SIRXSLS002A Advise on products and services
SIRXCCS202 Apply point of sale handling procedures
SIRXCCS202 Interact with customers
SIRXADM001A Apply retail office procedures
BSBITU202 Create and use spreadsheets
HLTAID003 Provide first aid
VU21413 Develop basic coaching skills

VU21401

Work safely in an equine organisation

Unit Descriptor

This unit of competency covers the skills and knowledge required to undertake work in the equine industry. It covers safety in the workplace, career opportunities and the correct use of tools and equipment. It requires the ability to perform work, meet employer requirements, communicate effectively and complete workplace documentation where required. Work will be undertaken with supervision and may involve working with others and performing work according to workplace standards.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Application of the Unit

The application of this unit is best suited to a workplace where the skills and knowledge can be applied and performed in an equine workplace under supervision.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Maintain personal health and safety

- 1.1 Occupational health and safety requirements and safe work practices are followed
- 1.2 Enterprise occupational health and safety practices are observed
- 1.3 **Occupational hazards** are identified and responded to appropriately
- 1.4 **Personal protective clothing and equipment** are checked prior to use and correct use demonstrated
- 1.5 Correct manual handling techniques are demonstrated

2 Explore career opportunities and pathways in the horse industry

- 2.1 The scope of the industry and the range of careers and employment opportunities are described

- | | | |
|---------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2.2 | Personal capabilities and interests are identified and compared against career options |
| | 2.3 | Advice of professionals is sought to provide an objective perspective on a range of career options |
| | 2.4 | Education, training and other relevant activities are identified to facilitate achievement of career objectives and identification of career pathways |
| 3 Undertake work in the horse industry | 3.1 | Directions given by supervisor are followed and clarification sought when necessary |
| | 3.2 | Work is performed according to priorities, instructions and in compliance with safe work practices |
| | 3.3 | Compliance with workplace protocols and codes of conduct are demonstrated |
| | 3.4 | Tasks are achieved within the nominated time frame and enterprise standards |
| | 3.5 | Documentation is completed according to enterprise standards |
| 4 Use equipment, tools and gear to complete tasks | 4.1 | Appropriate equipment/tools/gear selected according to supervisors instructions |
| | 4.2 | Equipment tools/gear checked prior to use |
| | 4.3 | Equipment/tools/gear are maintained and stored according to supervisor/s instructions |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- implement enterprise policies and procedures
- use equipment for specific tasks
- follow OHS policies and procedures
- manage time in regard to allocated tasks
- communicate effectively
- work with others
- complete workplace documentation
- handle horses safely

Required Knowledge

- chain of command in the workplace
- enterprise standard procedures

- enterprise protocols and codes of practice
- principles of safe work practices
- hazards
- use of equipment/tools/gear
- dress and behaviour code
- the scope of the horse industry
- career and employment opportunities

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Occupational hazards may include:

- horses
- physical environment (e.g. solar radiation, dust, noise)
- unsafe work practices
- faulty equipment and machinery
- sharp tools and equipment
- chemicals and hazardous substances.

Personal protective clothing and equipment may include:

- steel capped boots/shoes
- overalls
- gloves
- sun hat
- sunscreen
- safety goggles
- ear protection.

Professionals may include:

- counsellors
- coaches
- managers
- career development officers

Instructions may include :

- standard operating procedures
- enterprise policies
- specifications
- work notes
- verbal directions

Tasks may include:

- catch and tie up a horse
- groom and rug a horse
- clean and maintain gear
- feed horses

- clean yards, stables, paddocks

Equipment, tools and gear may include:

- grooming equipment
- saddlery and harness
- halters and leads
- rugs
- saddlecloths
- bandages
- feeders
- bot knives
- scrapers
- shampoos and conditioners
- disinfectants
- hoof picks
- hoof dressings

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Competence in working effectively in the equine industry requires evidence that tasks such as grooming horses, cleaning boxes, feeding and watering horses, assisting farriers or veterinarians, have been successfully completed demonstrating:

- correct use of personal protective clothing and equipment
- safe work practices
- identification and reporting of occupational hazards
- Individual career options and strategies to achieve career goals
- use of appropriate equipment/tools/gear
- ability to complete set tasks within the nominated timeframe to the enterprise standard.

Context of and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and must be assessed in an equine industry enterprise under normal work conditions. There must be access to the appropriate equipment, tools and gear to enable one to demonstrate competency.

- *Work safely in an equine organisation* may be undertaken under a Structured Workplace Learning (SWL) or employment arrangement.

- Learners must be supervised adequately when undertaking activities involving horses and safe work practices must be explained and followed at all times.

Learners must also have access to resources that include:

- an appropriate equine industry workplace under normal work conditions
- equipment tools and gear normally used in the workplace
- personal protective clothing and equipment
- workplace documentation.

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and practical and knowledge assessments that demonstrate the skills and knowledge required to work in an equine industry workplace.

Assessment methods may include:

- demonstration of tasks such as grooming a horse
- inspection of completed work such as cleaning gear
- questioning about safe work practices
- presentation of a work diary detailing tasks undertaken.

VU21402

Implement horse health and welfare practices

Unit Descriptor

This unit covers the skills and knowledge required to monitor and identify signs of common illness and injury in horses and other signs of distress and to report observations accurately and in a timely fashion. The unit also covers preventative regimes that are an integral part of horse husbandry. Basic treatment using veterinary medicines may in some instances be given under supervision.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Application of the Unit

The application of this unit is best suited to a workplace where the skills and knowledge can be applied and performed in an equine workplace, sometimes under supervision.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Monitor health and welfare of horses

- 1.1 Systematic monitoring is undertaken to assess horse health and welfare
- 1.2 ***Common illnesses and injuries*** are recognised and appropriate actions are undertaken in line with enterprise guidelines
- 1.3 While monitoring horses, Occupational Health and Safety (OHS) ***hazards*** are continually identified, risks assessed and suitable controls implemented
- 1.4 Horses including all gear and shoes are checked prior to and after work or whenever they are handled
- 1.5 All required ***records*** and documentation are completed accurately and promptly in accordance with enterprise guidelines

2 Report signs of illness, injury or distress

- 2.1 Illness and injury including signs of exercise or injury induced stress are identified and reported according to enterprise guidelines
- 2.2 Abnormal conditions and ***indicators*** of ill health are identified and reported and actions are undertaken as directed

- 2.3 Where required, **emergency first aid** is provided until professional help arrives
- 2.4 All required records and documentation are completed accurately and promptly in accordance with enterprise guidelines
- 3 Assist in the treatment of horses
- 3.1 Horses are handled calmly and restraints used as required and within industry guidelines for animal welfare
- 3.2 While treating horses or assisting in treatment, Occupational Health and Safety (OHS) hazards are continually identified, risks assessed and suitable controls implemented including the use of **personal protective equipment**
- 3.3 Instructions from a veterinarian or other horse care professional are followed
- 3.4 Medicines are administered as directed and according to medication instructions
- 3.5 **Hygiene procedures** are followed, treatment areas are cleaned and medicines, equipment and materials cleaned and stored and any quarantine requirements observed
- 3.6 **Biohazard materials** are disposed of following according to industry guidelines
- 3.7 All required records and documentation are completed accurately and promptly in accordance with enterprise guidelines
- 4 Undertake procedures which contribute to horse health and welfare
- 4.1 The role of programs for parasite control, vaccination, dentistry and hoof care in horse health and welfare are explained
- 4.2 The role of correct feeding and watering and facilities maintenance in horse health and welfare are explained
- 4.3 Regular and systematic monitoring of facilities, yards and fencing to ensure a safe environment for horses is undertaken and faults reported according to enterprise guidelines
- 4.4 Routine drenching and skin washing procedures are carried out to prevent or control **internal and external parasites**
- 4.5 Safe work practices are observed when assisting horse care professionals administering vaccinations, dental and hoof care are assisted, handling horses to minimise stress
- 4.5 While checking, Occupational Health and Safety (OHS) hazards are continually identified, risks assessed and suitable controls implemented

- 4.6 All required records and documentation are completed accurately and promptly in accordance with enterprise guidelines

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- identify hazards and apply safe work practices
- use personal protective equipment
- handle and work with horses in a calm and gentle manner
- observe, identify and respond to common signs of illness, injury or distress
- administer basic treatments as instructed
- follow written and oral instructions
- record information correctly
- report to supervisor or appropriate person according to enterprise guidelines

Required Knowledge

- common illnesses and injuries that may occur or affect horses
- common horse treatments
- hygiene and biosecurity measures appropriate to horse enterprises
- parasite control requirements
- dental care requirements
- hoof care requirements
- vaccination requirements
- health and welfare records

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Common ***illnesses and injuries*** may include:

- colic
- cuts/abrasions
- swelling
- splints
- lameness

Hazards may include:

- kicks and bites
- crushing injuries
- veterinary products
- zoonotic diseases
- manual handling

Records may include:

- dates and times (eg. arrival at stables, measurement of vital signs, illness or injury, treatments, vaccinations)
- features of horse identification
- name of horse
- person administering treatment
- treatments administered
- treatment instructions

Indicators may include:

- discharges (eg. nasal, vaginal, rectal)
- elevated temperature
- coughing
- changes to pulse
- changes to respiration
- changes to coat condition
- altered behaviour
- sweating

Emergency first aid procedures may include:

- catch and calm horse if safe to do so.
- restrain and immobilise horse if safe to do so.
- apply pressure to severe bleeding.
- cold hosing

Personal protective equipment may include:

- boots
- helmets
- overalls
- gloves
- protective eyewear
- hearing protection
- facemask or respirator
- sun protection (e.g. hat, sunscreen).

Hygiene procedures may include:

- daily routines such as cleaning boxes, yards, high traffic areas or feed rooms
- routine vaccinations, parasite, dental and farriery treatments
- maintenance of facilities

Biohazard materials may include:

- fluids
- waste
- refuse
- sharps

Internal and external parasites may include:

- small strongyles
- large strongyles
- pinworms
- large roundworms
- tapeworms
- bot flies
- hair worms
- bloodworms
- threadworms
- stomach worms

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Competence in responding to equine injury and disease requires evidence that skills and knowledge needed to report and treat injuries or illnesses, to implement preventative measures and to maintain hygiene are successfully demonstrated in an equine work place or simulated equine work place environment.

Assessment must include evidence of the following:

- handle horses in a calm and professional manner
- check horses for signs of injury such as lameness or soreness and report problems
- carry out emergency first aid calmly and efficiently
- treat minor injuries
- ability to undertake routine checks and identify common symptoms of ill health or injury
- assist in the implementation of procedures for prevention of injury and disease
- work with horse care professionals to treat horses
- treatment of horses with regard to hygiene and quarantine considerations.

To ensure consistency, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances and tasks.

Context of and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and must be assessed in an equine work place or simulated equine work place environment. There must be access to the appropriate equipment, tools and gear to enable one to demonstrate competency.

Learners must be supervised adequately when undertaking activities involving horses and safe work practices must be explained and followed at all times.

Learners must also have access to resources that include:

- an appropriate equine industry workplace or simulated equine work place environment
- equipment tools and gear normally used in the workplace
- personal protective clothing and equipment
- workplace documentation.

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to respond to equine injury and disease.

Assessment methods may include:

- demonstration of skills in a workplace or simulated work environment
- inspection of completed work
- oral or written questioning
- assignments
- written examination

VU21403

Implement and monitor a horse feeding program

Unit Descriptor

This unit of competency specifies the outcomes required to implement a feeding program, monitor the quality of feed and feed supplements and monitor feeding habits and variations of individual horses.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace OHS standards.

This unit of competency is relevant to a range of equine work environments and horses trained or used for racing, competitive, performance, breeding and recreation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Application of the Unit

The application of this unit is best suited to a workplace where the skills and knowledge can be applied and performed in an equine workplace under supervision.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

This unit can be contextualised for a specific sector of the horse industry while also maintaining the integrity of the unit.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Identify the basic nutritional requirements of horses and common feed sources

- 1.1 The basic **factors** used to determine the nutritional composition of horse feeds are identified.
- 1.2 The relationship between nutrition requirements and horses' condition, environment, workload and stage of training is identified.
- 1.3 Potential **consequences** of incorrect feeding are identified
- 1.4 **Common feeds** and **supplements** are identified

- 1.5 The basic differences in nutritional requirements and feeding regimes for paddocked, yarded and stabled horses are identified
 - 1.6 **Horses with special nutritional requirements** are identified
 - 1.7 The importance of water in the feeding program is identified
2. Implement a feeding program
- 2.1 **Procedures** in relation to the feed room and to the feeding program are followed
 - 2.2 Feeding tasks are undertaken in a **safe manner**
 - 2.3 Rations are weighed, measured and delivered following enterprise procedures and according to feed charts
 - 2.4 Feed quality and **contamination** are monitored
 - 2.5 Implementation of the feeding program is monitored to ensure efficiency and avoid waste
3. Provide water to horses
- 3.1 Stabled or yarded horses are offered liberal quantities of clean water
 - 3.2 Containers are checked daily and maintained in a safe and stock proof condition
 - 3.3 Automatic waterers are checked daily for correct function and malfunctions are reported to the appropriate person
4. Monitor horse feeding program
- 4.1 The **condition** of horses are monitored for changes
 - 4.2 **Changes** to individual eating patterns or behaviour are observed and reported to the appropriate person
 - 4.3 Stale and leftover feed from the previous feed are removed and details recorded and reported
 - 4.4 Feed quality and inventory monitored in relation to feed requirements
 - 4.5 Feed records are completed according to enterprise requirements

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- applying safe work practices
- completing duties in accordance with safe operating procedures and nominated time frame
- identifying and using different feed components and feed supplements
- identifying changes to horse behaviour

- completing feed records
- monitoring feed inventories
- recognising changes in horses' condition
- recognising spoiled or contaminated feed
- responding to problems promptly
- using feed weighing scales
- written communication skills to complete workplace documentation and reports

Required Knowledge

- signs of normal and abnormal eating behaviour
- basic terminology related to feeding and nutrition
- horse feeding behaviour and variations
- feeds and feed supplements
- basic nutritional principles
- safe feeding procedures
- weighing and measuring feeds
- communication procedures within workplaces
- feeding principles
- safe operating procedures

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Factors may include:

- volume
- digestibility
- palatability
- protein
- nutrient balance
- nutrient requirements

Consequences may include:

- colic
- diarrhoea
- leg swelling
- laminitis
- gastric ulcers
- Australian stringhalt
- hyperlipidemia
- recurrent exertional rhabdomyolysis
- polysaccharide storage myopathy
- developmental orthopaedic disease

- Common feeds** may include:
- chaff
 - cereal grains
 - hay
 - processed feeds
 - grain legumes
- Supplements** may include:
- vitamins and minerals (eg. salt, iron calcium, potassium)
 - molasses
 - oil
 - electrolytes
- Horses with special nutritional requirements** may include:
- pregnant or lactating mares
 - breeding stallions
 - goals and yearlings
 - horses in different stages of training
 - high performance horses
 - sick horses
 - aged horses
- Procedures** may include:
- filling hay nets
 - tying hay nets securely at appropriate height
 - providing fresh water
 - reporting changes to behaviour or feed/water consumption
 - removing left over feed
 - scrubbing feed and water containers
 - mixing feeds according to directions
 - tipping feeds into feeding containers
 - feeding within establishing timeframes
 - clean up feed preparation area
 - vermin control
- A **safe manner** may include:
- delivering prepared feed to correct horse
 - observing horse behaviour
 - correctly opening and closing gates/doors
 - talking to the horse
 - moving purposefully and carefully around horses
 - requesting assistance when feeding groups of horses
 - safe lifting and handling
 - washing hands
 - use of personal protective clothing and equipment

- Contamination** may include:
- mould or moisture
 - age
 - dust
 - weevil damage
 - chemical contamination
 - foreign objects
 - animal droppings (eg. rodent, bird, bat)

- Condition** monitoring may include:
- condition of coat
 - condition scoring
 - nervous behaviour
 - tucked up appearance
 - weight loss or gain

- Changes** may include:
- aggression
 - drinking more or less water
 - eating bedding
 - eating dirt or sand
 - leaving feed
 - dropping, scattering or flinging feed
 - colour, consistency, texture, moisture and/or odour of manure/urine

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and include evidence of the following:

- implement and monitor a feeding program
- monitor horse feeding behaviour and condition
- assess the quality of feeds.

Evidence should be collected over a period of time using a range of horses of different ages and sexes

Context of and specific resources for assessment

Competency must be assessed in a workplace that provides access to the required resources or a simulated environment. Assessment of practical skills is to occur under standard work practices, safety requirements and environmental constraints.

Assessment of the practical components of this unit will be by observation of relevant skills.

The following resources must be available:

- a variety of horses (eg. different breeds, ages and sexes) housed in safe handling areas such as stables and yards
- materials and equipment relevant to feed programs
- a variety of food types and supplements
- work instructions and related documentation

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistency of performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process, where appropriate.

The following assessment methods are suggested:

- practical exercise, for example in the weighing and measuring of feeds and supplements
- written and/or oral questioning to assess knowledge and understanding of the common feeds and supplements and behaviour changes
- completion of learning materials
- practical demonstration as in the safe work practices
- implementation of product: feeding programs for the enterprise and for the individual horse
- projects involving analysis of case studies
- third party reports supporting the evidence gathered.

Evidence is required to be demonstrated over a period of time, therefore, where performance is not directly observed any evidence should be authenticated by supervisors or other appropriate persons.

This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

VU21404

Relate equine form and function.

Unit Descriptor

This competency standard covers the skills and knowledge required to recognise conformation features of horses. It requires the ability to see desirable and poor conformation in horses and the ability to use standard conformation terminology. Developing an eye for conformation also includes recognising unsoundness and blemishes and the ability to relate conformation to the way of going.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Application of the Unit

The application of this unit is best suited to a workplace where the skills and knowledge can be applied and performed in an equine workplace under supervision.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Examine equine conformation

- 1.1 Major **breeds** and **types of horses** are described
- 1.2 Common **conformation features** are examined and described using standard terminology
- 1.3 **Desirable conformation features** are recognised in a range of breeds and types of horses
- 1.4 **Poor conformation features, blemishes and unsoundnesses** are recognised in a range of breeds and types of horses
- 1.5 The relationship between types of horses/breeds and conformation is explained

2 Relate equine movement to conformation

- 2.1 **Gaits** of the horse are observed to recognise the quality of movement
- 2.2 Essential **elements** in the overall movement of the horse are identified
- 2.3 **Faults** in the way of going are determined

- 2.4 The elements of movement are related to specific conformation features in a range of types/breeds of horses

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- recognise gaits and correctness of movement
- recognise balance and proportion of conformation in a range of breeds and types of horses

Required Knowledge

- standard terminology
- breed types and characteristics
- desirable and undesirable conformation traits

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Major breeds may include:

- Light horse breeds: Arabian, Thoroughbred, Quarter horse and Standardbred.
- Warmblood breeds: Danish warmblood, Dutch warmblood, Hanoverian, Holsteiner, Oldenburg, Swedish warmblood and Trakehner.
- Draft breeds: Friesian, Percheron and Clydesdale.
- Pony breeds: Shetland, Welsh, miniature horses, Australian riding pony and Australian pony

Types of horses may include:

- show horses
- racehorses (flat, harness, hurdling and steeplechasing)
- hunters
- show jumpers
- dressage horses
- eventers
- polo ponies
- western horses (stock, cutting, roping, barrel racing and reining)
- endurance horses
- long distance horses
- draft horses
- trail horses
- games and novelty horses

Conformation features may include:

- overall conformation
- balance
- conformation in relation to purpose
- height
- head (forehead, eyes, ears, nostrils, jaw, teeth)
- neck
- chest (barrel)
- back
- loin
- hindquarters and tail carriage
- forelimbs (tendons, wither, shoulder, upper arm, forearm, cannon, pastern)
- joints of the forelimb (elbow, knee, fetlock, pastern, coffin)
- hindlimbs (tendons, femur, gaskin, cannon, pastern)
- joints of the hind limb (hip, stifle, hock, fetlock, pastern, coffin)
- feet

Desirable conformation features may include:

- Head: desirable breed and sex characteristics, alert carriage of head and ears, proportioned to body, well-defined muzzle, straight faceline, wide and flat space between eyes, open gullet, front teeth aligned and covered by lips, large prominent and clear eyes with uniformly curved lids
- strong, smoothly arched neck
- level back with short, strong coupling
- well defined wither
- sufficient length and angle of croup
- a balanced appearance
- well-muscled quarters
- straight strong legs with ample bone
- balance and correct proportion in relation to breed and use
- broad, flat knees
- strong full chest and breast with proper slope of shoulder
- long gently sloped pasterns

Poor conformation features, blemishes and unsoundnesses may include:

- Forelimbs: base narrow, base wide, toe-in, toe-out, calf knees, (back at the knee), bucked knees (over at the knee), knock knees, open knees, offset knees, tied-in knees, cut out under the knees, standing under in front, camped in front and inappropriate proportions
- Hindlimbs: base narrow, base wide, cow hocks, sickle hocks, straight hocks, high hocks, low-set hocks, straight behind, standing under behind, camped behind, flat croup, steep croup and hunter's bump

- Foot: flat feet; dropped sole, contracted foot, brittle feet, bull-nosed foot, buttress foot, rings in the hoof wall, thin wall and sole, club foot, coon footed, too large or small, uneven coronet, hoof cracks, high heels, contracted heels, low heels and sole bruise
- Jaw: parrot mouth, bulldog mouth, overly narrow jaw and heavy jowls.
- Straight shoulder
- Disproportion in length of back and loin: sway back and roach back
- Barrel: slab-sided and hound gutted
- Eye: pig-eye, gotch eye and crossed eyes
- Ears: overly large or small, (health or temperament indicators may include droopy, pinned back, twitchy)
- Neck: thick throatlatch, short neck, long neck, thin neck, ewe neck and swan neck
- Wither: overly high, low or thick
- Chest: extreme width or narrowness, camped under

Gaits may include:

- walk
- trot
- canter
- gallop
- pace

Elements may include:

- quality (freeness or freedom) of movement
- elevation
- balance
- swing
- flexion
- extension
- engagement
- length of stride
- number of beats
- sequence of foot fall

Faults may include:

- plaiting/winging
- paddling/dishing
- speedy cutting
- cross-firing
- forging
- overreaching
- elbow hitting

- interfering
- brushing
- short stride
- scalping
- stargazing
- stumbling
- winging

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Successful demonstration of the skills and knowledge to recognise desirable and undesirable conformation of a range of horses of different types and breeds requires evidence of the ability to relate conformation to the impact it has on movement and therefore the appropriate use of the horse.

To ensure consistency, competency should be demonstrated on more than one occasion over a period of time and must include a variety of horse breeds and types.

Context of and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and should be assessed in an equine industry enterprise under normal work conditions or a simulated work environment. There must be access to the appropriate equipment, tools and gear to enable one to demonstrate competency.

Learners must be supervised adequately when undertaking activities involving horses and safe work practices must be explained and followed at all times.

Learners must also have access to resources that include:

- an appropriate equine industry workplace under normal work conditions or simulated work environment
- horses with different breeding that are used for a range of purposes
- equipment tools and gear normally used in handling horses
- personal protective clothing and equipment.

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to relate equine conformation to performance.

Assessment methods may include:

- demonstration of skills in a workplace or simulated work environment
- inspection of completed work
- oral or written questioning
- assignments

- written examinations.



VU21405

Equine anatomy

Purpose

To provide participants with an understanding of the external features and anatomy of horses being trained or used for racing, competitive performance, breeding and recreation.

Prerequisites

Nil

Summary of Learning Outcomes

1. Identify and locate the external features of horses.
2. Identify and locate the major anatomical components of major body systems in horses.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Identify and locate the external features of horses.

2 Identify and locate the major anatomical components of major body systems in horses

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised test is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Appropriate terminology is used to identify and locate the **points** of a horse

1.2 Appropriate terminology is used to identify and locate external identifying **characteristics** of horses.

2.1 Identify and locate the main **components of the skeletal system**

2.2 Identify and locate the main **components of the muscular system**

2.3 Identify and locate the main **components of the nervous system** including the senses

2.4 Identify and locate the main **components of the respiratory system**

2.5 Identify and locate the main **components of the cardiovascular and lymphatic systems**

2.6 Identify and locate the main **components of the digestive and urinary systems**

2.7 Identify and locate the main **components of male and female reproductive systems**

2.8 Identify and locate the main **components of skin**

2.9 Identify and locate the main **components of the endocrine system**

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Knowledge

Key external features and identifying characteristics including points of the horse, coat colours and markings

Key anatomical components include:

- the equine skeletal system
- the equine muscular system
- the equine nervous system including the senses
- the equine respiratory system
- the equine cardiovascular and lymphatic system
- the equine digestive and urinary system
- the equine reproductive system
- equine skin
- the equine endocrine system

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Points of the horse may include:

- Head and neck: poll, forehead, face, muzzle, chin groove, cheek, jaw, crest, throat and jugular groove
- Back and trunk: withers, back, loin, croup, dock, girth, barrel, coupling, abdomen, and flank
- Hindquarters and hind leg: point of hip, point of buttock, thigh, stifle joint, gaskin, hock joint, cannon bone, fetlock joint, pastern, coronary band and hoof
- Foreleg: shoulder; point of shoulder, , elbow joint, forearm, knee joint, cannon bone, fetlock joint, pastern, coronary band and hoof

External **characteristics** may include:

- Coat colours
- bay/black/brown
 - chestnut/sorrel
 - white
 - cremello
 - grey
 - roan
 - appaloosa
 - paint/pinto
 - palomino
 - buckskin/dun

Markings

- Body: prophet's thumb, flesh mark, dorsal stripe, whorl, saddle or girth mark; brands (freeze and hot brands), permanent scars
- Head: star, strip, snip, blaze, bald face
- Leg: coronet, pastern, fetlock, knee, hock, ermine mark

Main **components of the skeletal system** may include:

- axial skeleton - skull, ribs and vertebrae
- appendicular skeleton - scapula down in the forelimbs, pelvis down in the hind limbs
- joints and joint types

Main **components of the muscular system** may include:

- muscles
- ligaments
- tendons

Main **components of the nervous system** including the senses may include:

- brain
- spinal cord
- sensory nerves
- motor nerves
- autonomic (sympathetic and parasympathetic)
- sensory (ears, eyes, nose, taste and touch)

Main **components of the respiratory system** may include:

- nostrils
- pharynx
- larynx
- lungs
- diaphragm
- trachea
- alveolus

Main **components of the cardiovascular and lymphatic system** may include:

- heart
- veins
- arteries
- red blood cells
- white blood cells
- fluid
- plasma
- spleen

Main **components of the digestive and urinary systems** may include:

- lips
- teeth
- tongue
- mouth

- salivary glands
- pharynx
- oesophagus
- stomach
- small intestines
- large intestines
- caecum
- colon
- rectum
- anus
- kidneys
- ureter
- bladder
- urethra
- accessory organs (pancreas and liver)

Main ***components of the male reproductive system*** may include:

- scrotum
- testes
- epididymis
- spermatic cord (vas deferens)
- seminal vesicles
- urethra
- penis
- accessory sex glands
- prostate gland
- bulbourethral gland
- ampullae
- prepuce

Main ***components of the female reproductive system*** may include:

- vulva
- clitoris
- ovaries
- uterus- body and horns
- fallopian tubes
- cervix
- vagina

Main ***components of skin*** may include:

- epidermis
- dermis
- hair
- glands

- sensory receptors

Main **components of the endocrine system** may include:

- hypothalamus
- pituitary
- adrenal
- thyroid
- pancreas

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Learners must demonstrate the learning outcomes to the standards described in the assessment criteria. Assessment must include evidence of the following:

- knowledge of the external features and major anatomical systems of the horse, specifically, the skeletal, muscular, nervous (including the senses), respiratory, cardiovascular, lymphatic, digestive and urinary, reproductive systems, endocrine and skin.

Context of and specific resources for assessment

Learners must have access to resources that include:

- an appropriate equine industry workplace under normal work conditions
- access to a classroom environment with suitable aids for the teaching of anatomy
- access to horses

Method of assessment

For valid and reliable assessment of this module, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and assessments that demonstrate knowledge of equine anatomy.

Assessment methods may include:

- short answer or multiple choice testing
- written exams or assignments
- oral questioning
- practical identification of equine anatomical components and external features.

VU21406

Equine physiology

Purpose

To provide participants with an understanding of the physiology of horses being trained or used for racing, competitive performance, breeding and recreation. Learning outcomes involve the physiology of major systems and how they relate to horse health and performance.

Prerequisites

Nil

Summary of Learning Outcomes

1. Explain the key features and functions of the equine skeletal system.
2. Explain the key features and functions of the equine muscular system.
3. Explain the key features and functions of the equine nervous system including the senses.
4. Explain the key features and functions of the equine respiratory system.
5. Explain the key features and functions of the equine cardiovascular and lymphatic systems.
6. Explain the key features and functions of the equine digestive and urinary systems.
7. Explain the key features and functions of the equine male and female reproductive systems.
8. Explain the key features and functions of equine skin.
9. Explain the key features and functions of the equine endocrine system.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Explain the key features and functions of the equine skeletal system

2 Explain the key features and functions of the equine muscular system

3 Explain the key features and functions of the equine nervous system, including the senses

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Describe the ***purpose or function*** of the skeletal system

1.2 Identify common ***illnesses, injuries or abnormalities*** of the skeletal system

1.3 Describe the impact of illness or injury of the skeletal system

2.1 Describe the ***purpose or function*** of the muscular system

2.2 Identify common ***illnesses or injuries*** of the muscular system

2.3 Describe the impact of illness or injury of the muscular system

3.1 Describe the ***purpose or function*** of the nervous system including the senses

- | | | |
|---------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------|
| | 3.2 | Identify common <i>illnesses, injuries or abnormalities</i> of the nervous system including the senses |
| | 3.3 | Describe the impact of illness or injury of the nervous system including the senses |
| 4 Explain the key features and functions of the equine respiratory system | 4.1 | Describe the <i>purpose or function</i> of the respiratory system |
| | 4.2 | Identify common <i>illnesses, injuries or abnormalities</i> of the respiratory system |
| | 4.3 | Describe the impact of illness or injury of respiratory system |
| 5 Explain the key features and functions of the equine cardiovascular and lymphatic systems | 5.1 | Describe the <i>purpose or function</i> of the cardiovascular and lymphatic systems |
| | 5.2 | Identify common <i>illnesses, injuries or abnormalities</i> of the cardiovascular and lymphatic systems |
| | 5.3 | Describe the impact of illness or injury of the cardiovascular and lymphatic systems |
| 6 Explain the key features and functions of the equine digestive and urinary systems | 6.1 | Describe the <i>purpose or function</i> of the digestive and urinary systems |
| | 6.2 | Identify common <i>illnesses or injuries</i> of the digestive and urinary systems |
| | 6.3 | Describe the impact of illness or injury of the digestive and urinary systems |
| 7 Explain the key features and functions of the equine male and female reproductive systems | 7.1 | Describe the <i>purpose or function</i> of the male and female reproductive systems |
| | 7.2 | Identify common <i>illnesses, injuries or abnormalities</i> of the male and female reproductive systems |
| | 7.3 | Describe the impact of illness or injury of the male reproductive system |
| | 7.4 | Describe the impact of illness or injury of the female reproductive system |
| 8 Explain the key features and functions of equine skin | 8.1 | Describe the <i>purpose or function</i> of skin |
| | 8.2 | Identify common <i>illnesses, injuries or abnormalities</i> of skin |
| | 8.3 | Describe the impact of illness or injury of skin |

- 9 Explain the key features and functions of the equine endocrine system
- 9.1 Describe the ***purpose and function*** of the endocrine system
- 9.2 Identify common ***illnesses, injuries or abnormalities*** of the endocrine system
- 9.3 Describe the impact of illness or injury of the endocrine system

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Knowledge

Purpose and function, common illnesses, injuries, abnormalities and the impact of illness or injury of:

- the equine skeletal system
- the equine muscular system
- the equine nervous system including the senses
- the equine respiratory system
- the equine cardiovascular and lymphatic system
- the equine digestive and urinary systems
- the equine male and female reproductive systems
- equine skin
- the equine endocrine system

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Purpose or function of the skeletal system may include:

- movement
- support
- protection of organs
- production of red blood cells

Illness, injuries or abnormalities of the skeletal system may include:

- developmental orthopaedic disease
- laminitis
- fractures
- arthritis
- splints

Purpose or function of the muscular system may include:

- movement (contraction and relaxation)
- strength
- joint support

Illness or injuries of the muscular system may include:

- sprains and strains
- rupture
- lameness
- tears
- bruising
- bowed tendons
- curb
- tying up (azoturia)
- suspensory ligament desmitis
- wounds

Purpose or function of the nervous system including the senses may include:

- control of all functions
- movement
- sensation

Illness, injuries or abnormalities of the nervous system including the senses may include:

- wobbler syndrome
- tetanus
- stringhalt

Purpose or function of the respiratory system may include:

- oxygenation of blood
- removal of CO₂

Illness, injuries or abnormalities of the respiratory system may include:

- pneumonia
- cold
- influenza
- strangles
- roaring
- bleeder (exercise induced pulmonary haemorrhage)
- inflammatory airway disease

Purpose or function of the cardiovascular and lymphatic system may include:

- oxygenation of blood
- transportation of blood and nutrients to all body tissues
- transportation of wastes
- thermoregulation
- role of immunity

Illness, injuries or abnormalities of the cardiovascular and lymphatic system may include:

- anaemia
- filled legs
- heart murmur

Purpose or function of the digestive and urinary systems may include:

- reception and digestion of food
- expulsion of unabsorbed material and waste
- homeostasis

- regulation of blood volume and pressure
- maintenance of concentrations of blood levels (eg. Ca, Na, pH)

Illness or injuries of the digestive and elimination systems may include:

- colic
- diarrhoea
- choke
- constipation
- worms
- gastric ulcers

Purpose or function of the male and female reproductive systems may include:

- gamete production
- incubation and development of foetus
- hormone production

Illness, injuries or abnormalities of the male and female reproductive systems may include:

- low sperm production
- Infrequent or irregular ovulation
- prolapse
- infection
- pooling urine
- sloping vulva
- uterine cysts
- ovarian hematoma
- cryptorchidism

Purpose or function of skin may include:

- protective covering
- regulation of body heat

Illness, injuries or abnormalities of skin may include:

- dermatophilosis (mud fever, greasy heel and rain scald)
- dermatitis
- urticaria
- galls and sores
- melanoma
- abrasions
- ticks
- lice
- photosensitivity
- warts
- sarcoids
- ringworm

Purpose or function of the endocrine system may include:

- secretion of regulatory hormones

Illness, injuries or abnormalities of the endocrine system may include:

- Cushings syndrome
- thyroid abnormality

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Learners must demonstrate the learning outcomes to the standards described in the assessment criteria.

Assessment must include evidence of the following:

- knowledge of the purpose and function of the major anatomical systems of the horse, specifically, the skeletal, muscular, nervous (including the senses), respiratory, cardiovascular, lymphatic, digestive and urinary, reproductive systems, skin and endocrine
- knowledge of common illnesses, injuries and abnormalities of each equine system
- how major anatomical systems relate to horse health and performance.

Context of and specific resources for assessment

Learners must also have access to resources that include:

- an appropriate equine industry workplace under normal work conditions
- access to a classroom environment with suitable aids for the teaching of physiology
- access to horses

Method of assessment

For valid and reliable assessment of this module, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and assessments that demonstrate knowledge of equine physiology.

Assessment methods may include:

- short answer or multiple choice testing
- written exams or assignments
- oral questioning
- practical identification of the common illnesses, injuries or abnormalities of equine anatomical systems.

VU21407

Demonstrate basic horse riding or driving skills

Unit Descriptor

This unit covers the knowledge and skill to participate in horse riding or horse driving activities in controlled conditions under supervision and using safe and suitable horses.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Application of the Unit

The application of this unit is best suited to a workplace where the skills and knowledge can be applied and performed in an equine workplace under supervision.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Select horse and tack for riding or driving

- 1.1 **Equipment** is selected appropriate for the activity and context
- 1.2 Equipment is checked to ensure it is in good working condition
- 1.3 Horse is caught, led, and tied up
- 1.4 Quick release knot is demonstrated
- 1.5 Horse is safely tacked up
- 1.6 Equipment is fitted, correctly adjusted and suitable for the rider or driver and horse

2 Mount and ride or drive the horse

- 2.1 A suitable arena is chosen, free from **hazards** and obstacles
- 2.2 Tack is checked before mounting the horse or cart
- 2.3 Horse or cart is mounted in a safe and balanced manner, using accepted procedures (from the ground or using a mounting block as appropriate).
- 2.4 Horse is ridden through gaits of walk, trot and canter (in each direction) or driven at jogging speed in a **balanced**

and calm manner, using recognised **aids**, with the rider having good control of the animal

- 2.5 Horse is ridden or driven alone or in a group, through a variety of **movements** in a confident fashion using aids appropriate to its training
 - 2.6 Aids are applied in a manner consistent with the training of the horse and within industry codes of practice
 - 2.7 The rider or driver adjusts the horse's speed appropriately
 - 2.8 The relationship between gait and horse health, durability and horse and rider comfort is explained
- 3 Control horse with consideration of the safety of others
- 3.1 The rider or driver demonstrates control of the horse at all times
 - 3.2 The rider or driver displays an understanding of safe distances, direction and speed for riding in a group as relevant
 - 3.3 The rider or driver assesses hazards and acts appropriately and creatively to reduce their impact
 - 3.4 The rider or driver displays understanding of **safe procedures** for emergency situations
- 4 Dismount and lead horse after riding or driving
- 4.1 Rider or driver dismounts safely
 - 4.2 Rider or driver leads the horse safely
- 5 Warm down and release horse after riding or driving
- 5.1 Equipment is removed and horse is warmed down as necessary
 - 5.2 Horse is released using safe procedures
 - 5.3 Equipment is cleaned and checked for wear or breakage, and stored in an appropriate manner

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- interacting with instructor, other riders and the horse, to maintain a positive and safe riding environment
- listening skills to following instructions and directions from the instructor
- handling and caring for horses safely
- horse riding techniques to control horse in a safe and effective manner under controlled conditions
- tacking up a horse using correct equipment

Required Knowledge

- common safe horse handling techniques

- range of equipment, selection, fit and use
- social behaviour and vices of horses
- gaits of horses
- correct techniques for basic horse riding or driving
- movements for basic horse riding such as turns and halts
- rules for riding in a group to enable safe participation in horse riding activity

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Equipment may include:

Tack:

- halters
- ropes
- saddles
- saddle cloth
- bridles
- martingales
- breast plates
- protective bandages and boots

Grooming:

- towels
- brushes
- hoof picks
- paddock or stable rugs
- sponges

Harness and vehicles:

- saddles
- bridles
- single or double carts
- traces
- cruppers
- breast plates/collars
- head checks

Personal equipment:

- clothing
- boots
- helmets
- back protectors
- gloves

- goggles

Hazards may include:

- horse out of control
- horses too close together
- aggressive horse (biting, kicking)
- horse misbehaving (rearing, bucking)
- fallen rider
- object frightening horse
- environmental hazards (obstacles, uneven surfaces, unsuitable fencing, slope of ground, broken wire, gates)

Balanced and calm manner includes:

- sitting in balance with the horse, in time with its movement
- communicating with the horse with smooth instructions
- keeping control of the speed and direction of the horse in walk, trot and canter/jog/pace

Aids may include:

- legs
- weight/body movement
- hands
- voice
- artificial aids

Movements may include:

- Riding: walk, trot, canter
- Turns, halts, riding towards and away from the group
- Driving: forward, turns, halts

Safe procedures may include:

- catching
- leading
- securing or tying up
- grooming
- picking out feet
- washing
- saddling
- harnessing
- bridling
- mounting
- keeping distance from other horses
- passing other horses
- response to fallen/ injured rider or driver in the group
- dismounting

- unsaddling or removing harness
- unbridling
- warming down horse
- rugging
- releasing horse to paddock/stall

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Competence in basic riding skills requires evidence that the following have been successfully completed demonstrating:

- selecting and fitting appropriate tack and personal equipment so that both horse and rider are safe and comfortable
- controlling the horse through the use consistent positive body language and movement to communicate with the horse by giving it appropriate instructions
- following instructions from the instructor to demonstrate required movements, techniques and control over the horse
- applying safe horse handling techniques to avoid hazards where possible
- maintaining safe distances in group riding.

Context of and specific resources for assessment

Assessment must ensure participation in horse riding sessions that are of a sufficient duration to allow the participant to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources, such as information on horse riding equipment, possible horse behaviour and basic riding techniques
- a controlled riding location
- quiet and tractable horses
- equipment such as halters, ropes, saddles, bridles, helmets, suitable clothing and boots
- a qualified instructor.

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and practical and knowledge assessments that demonstrate the skills and knowledge required to work in an equine industry workplace.

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of equipment selection and preparation, to ensure proper fit and usage
- oral or written questioning to assess knowledge of safety aspects and horse handling techniques
- observation of safe participation and demonstration of correct technique while maintaining control of the horse at all times
- third party reports from a supervisor detailing performance.

VU21408

Demonstrate novice horse riding or driving skills

Unit Descriptor

This unit covers the knowledge and skill to participate in horse riding within specific disciplines or driving within a secure and controlled environment under supervision.

This unit is not designed for novice riders/drivers, but is designed to allow skills development beyond the basic level to the level of novice as determined by the relevant governing industry body in the area of specialisation. It is the responsibility of RTOs to liaise with these bodies to determine the level required for a novice standard. Disciplines may include dressage, driving, racing, showing, jumping, eventing, polo, trail riding, western, and campdrafting.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Prerequisites

VU21407 Demonstrate basic horse riding or driving skills

Application of the Unit

The application of this unit is best suited to a workplace where the skills and knowledge can be applied and performed in an equine workplace under supervision.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Plan a work or training schedule with the supervisor

1.1 The **skills** appropriate to the level of *novice* as determined by the appropriate governing industry body within a discipline are explained.

1.2 The requirements to perform with a horse at a standard appropriate to the horse and rider/driver are identified together with the supervisor

1.3 A suitable **program** is developed with the supervisor which will allow for the development of skills by the rider/driver as well as the training of the horse required within a discipline.

- | | | |
|-----------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------|
| | 1.4 | Appropriate grooming, gear, equipment and attire for a discipline are identified and prepared. |
| | 1.5 | Problems that might develop during the planning phase are identified and appropriate rectification strategies are identified |
| 2 Demonstrate novice level skills in a specific discipline under supervision | 2.1 | Performance at the required skill level is appropriately prepared |
| | 2.2 | Horse behaviour is closely monitored and appropriate responses made |
| | 2.3 | The skill requirements of the selected discipline are performed smoothly and accurately |
| | 2.4 | Appropriate responses to the conditions that might affect the demonstration of skills are identified. |
| 3 Evaluate the demonstration of skills required within a discipline with the supervisor | 3.1 | The challenges and problems related to the performance of skills are explained |
| | 3.2 | The problems are identified in terms of the skill and evaluated in terms of how these might be overcome |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- interacting with instructor to develop a suitable training program
- listening skills to following instructions and directions from the instructor
- handling and caring for horses safely
- horse riding techniques at a novice level to meet discipline requirement in a safe and effective manner under controlled conditions
- preparing and tacking up a horse using correct equipment

Required Knowledge

- common safe horse handling techniques
- range of equipment, selection, fit and use
- social behaviour and vices of horses
- gaits of horses
- correct techniques for horse riding or driving or basic dressage/show jumping in the area of specialisation
- knowledge of the rules for the chosen discipline
- rules for riding in a group to enable safe participation in horse riding activity

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Skills may include but are not limited to:

- dressage test
- show jumping round
- show workout
- campdraft
- barrel race
- polo session
- racing track work - half pace/three quarter pace
- harness horses - pace work
- western trails course
- endurance ride/trail ride

A suitable **program** may include but is not limited to:

- planning of a show jumping course
- developing an appropriate dressage test or dressage test to music
- selecting and evaluating the course for an endurance ride
- organising other horses/riders/ drivers to participate in a performance event (races and polo, musical ride)

Skill requirements may include:

- ride/drive at designated speed
- complete designated movements
- complete designated distances

Challenges and problems may include but are not limited to:

- problems with horse health/ soundness
- weather conditions
- transport problems
- venue problems
- horse behaviour
- human behaviour
- equipment failure
- distractions

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Competence in novice riding skills requires evidence that the following have been successfully completed demonstrating:

- developing a suitable training program for horse and rider in consultation with instructor
- selecting and preparing appropriate tack and personal equipment
- controlling the horse through the use consistent positive body language and movement to communicate with the horse by giving it appropriate instructions

- demonstrating novice level movements, techniques and control over the horse
- responding to challenges and problems.

Context of and specific resources for assessment

Assessment must ensure participation in horse riding sessions that are of a sufficient duration to allow the participant to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources, such as information on horse riding equipment, possible horse behaviour and novice riding techniques
- a controlled riding location
- novice level horses of good temperament
- equipment such as halters, ropes, saddles, bridles, helmets, suitable clothing and boots
- a qualified instructor.

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and practical and knowledge assessments that demonstrate the skills and knowledge required to work in an equine industry workplace.

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of equipment selection and preparation, to ensure proper fit and usage
- oral or written questioning to assess knowledge of a riding discipline and training requirements
- demonstration of novice level skills while maintaining control of the horse at all times
- third party reports from a supervisor detailing performance.

VU21409

Assist in preparation of a horse for an event

Unit Descriptor

This unit of competency standard covers the skills and knowledge required to enable an individual to assist a professional competitor or trainer in the preparation of a horse for a competition. Functions include assisting with the exercise program, preparation for travel and caring for a horse, before, during and after a competition. The work in this unit may be carried out independently within own area of responsibility.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Application of the Unit

The application of this unit is best suited to a workplace where the skills and knowledge can be applied and performed in an equine workplace under supervision.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Assist a **professional** competitor or trainer in the workplace

- 1.1 Instructions given relevant to the work of the horse in preparation for a **competition or event** are understood and explained
- 1.2 The exercise routine required to have the horse appropriately prepared is explained
- 1.3 An awareness of other horses during exercise is shown and appropriate action taken to safeguard the safety of the horse and other riders/drivers
- 1.4 The rider/driver demonstrates control of the horse at all times

2 Assist in **preparation** prior to travel to competition

- 2.1 Horse truck/float is prepared and safety checks completed
- 2.2 All equipment required for the comfort of the horse at the competition venue is prepared
- 2.3 Horse is prepared for travel

3 Care for horse at the competition venue	<p>3.1 Horse is secured in a safe area as designated by the officials or the competitor</p> <p>3.2 The feeding, bedding and water requirements of the horse are attended</p> <p>3.3 All other requirements related to the safety of the horse and of bystanders are attended</p> <p>3.4 Instructions for the timing for participation by the horse are followed</p>
4 Groom a horse to the requirements of the competition	<p>4.1 Assistance is given in grooming and preparation of the horse to the standard required for the competition.</p> <p>4.2 Special consideration is made for the safety and security of the shoes of the horse</p>
5 Collect correct equipment and assist the tacking up of a horse for a professional level competition	<p>5.1 Equipment selected is appropriate to the activity</p> <p>5.2 Equipment is cleaned and prepared to the standard required for the competition</p> <p>5.3 Equipment is correctly and safely fitted to the horse</p>
6 Care for the horse after the competition	<p>6.1 Equipment is removed from the horse in an appropriate area</p> <p>6.2 The horse is warmed down as necessary according to the requirements of the competition</p> <p>6.3 The horse is checked for stress or injury and the results appropriately reported</p> <p>6.4 The role of the horse handler in swabbing procedures is explained</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- horse handling techniques
- horse husbandry techniques
- following an exercise regime
- caring for horses prior to, during and following an event
- preparation for travel
- caring for equipment
- fitting gear

Required Knowledge

- understanding of the requirements of professional level competition
- correct handling/ riding/ driving techniques to assist at a professional level

- knowledge and ability to select competition specific tack relevant to a range of competition activities
- grooming techniques to the standard of the competition
- safe handling techniques
- sources of professional assistance.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

A **professional** competitor may be:

- A person who receives a major component of income from competing in the specified discipline

Competitions or events may include but are not limited to:

- thoroughbred racing
- harness racing
- Olympic disciplines
- showing
- vaulting
- western
- polo
- polo cross
- campdrafting
- novelties
- endurance
- hunting

Preparation may include but is not limited to:

- lunging
- riding for exercise
- leading horses to the track, including more than one horse
- driving jog horses
- use of walking machine
- preparation of a check list for all equipment necessary including husbandry equipment, feeding requirements
- preparation of stable and yard equipment, gear required for the competition
- preparation of the horse for travel including booting or bandaging as required
- cleaning and safe packing of the vehicle
- loading
- safety of towing vehicle- brakes, tyres, lights, coupling

Care may include but is not limited to:

- provision of stable or yard equipment, sufficient feed, water and water bins for the requirements of the competition/event stay
- timing/planning the day so that the horse is prepared for the competition/event having been fed, watered and prepared in a safe and calm manner
- special feeding and water requirements for the competition
- requirements for the comfort of the horse (e.g. area to urinate)

Grooming may include but is not limited to:

- brushing coat, mane and tail
- trimming
- hogging
- appropriate plaiting (mane and tail)
- pulling mane or tail
- washing
- dressing feet with enhancer
- preparing feathers
- applying make up
- applying patterns

Equipment may include but is not limited to:

- collection of numbers/colours and other required paper work as directed by rider/ driver/ supervisor
- appropriate bridles
- appropriate saddles
- saddle cloths/ sheepskins/ blankets
- appropriate leg protection
- auxiliary gear
- harness
- numbers
- studs
- lungeing gear
- appropriate cart

Warming down may include but is not limited to:

- removal of all tack or loosening of tack for the comfort of the horse
- warm down requirements for competition including walking, hosing, and rugging
- preparation for subsequent events (e.g., jump off, championship)
- vital signs checked as appropriate and any abnormalities reported
- identification of role of handler in swabbing procedure

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Competence in assisting in the preparation of a horse for competition requires evidence that skills and knowledge needed to prepare for an event and care for horses at an event are successfully demonstrated at an equine event or simulated equine event.

Assessment must include evidence of the following:

- assisting with an exercise program
- ensuring the safety and comfort of a competition horse at an event
- preparation of vehicle, equipment and horse for travel
- caring for a horse at a competition
- fitting and cleaning equipment and gear.

To ensure consistency, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances and tasks.

Context of and specific resources for assessment

Competence in this unit requires evidence that skills and knowledge have been successfully and appropriately applied and demonstrated in a work place or equivalent situation. The skills and knowledge required by this unit must be transferable to a range of work environments and contexts. For example, this could include different events and varying workplace practices and procedures.

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to prepare and care for a horse for competition.

Practical components may be assessed by:

- observation of work practices or demonstration of tasks
- inspection of completed work
- questioning

Knowledge may be assessed by:

- questioning of underpinning knowledge
- oral tests
- short answer or multiple choice tests
- presentation of reports or assignments



VU21410

Assist in the conduct of an event in the equine industry

Unit Descriptor

This unit covers the skills and knowledge required to assist in the range of activities and steps involved in organising an equine event such as a competition, demonstration or lecture.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Application of the Unit

The application of this unit is best suited to a workplace where the skills and knowledge can be applied and performed in an equine workplace under supervision.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Identify range of events that may occur within different sectors of the equine industry

1.1 A range of **equine events** are identified

1.2 The roles of various **personnel** are identified

2 Identify ways in which the event may be **promoted**, advertised and financially supported

2.1 Role of the media is identified

2.2 Range of potential funding sources are identified

2.3 Potential sources of sponsorship or financial support are identified

2.4 Direct and indirect approaches to obtaining financial support or sponsorship are identified

2.5 Suitable strategies for advertisement are identified and put in place

2.6 Prizes are suitably promoted

3 Assist in the conduct of the event

3.1 Assistance is given in **pre-event planning**

3.2 Assistance is given in **management** of the event

4 Assist in the wind up of the event

4.1 Assistance is given in finalising all records and reports of the event

4.2 Assistance is given in clean up and rubbish removal

4.3 Assistance is given in the publication of results

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- planning and organisational skills and attention to detail
- ability to identify own role of assistance
- communication skills
- finalising records and reports
- publication of results
- post-event clean up

Required Knowledge

- range of events that might occur within the equine industry
- roles of various personnel
- potential sources of sponsorship or funding support.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Equine events may include but is not limited to:

- horse racing
- harness racing
- equestrian, including show jumping events, cross country events, dressage, horse shows, camp drafting, endurance, polo
- seminars, clinics and club days

Personnel may include:

- stewards
- administrators
- club secretaries
- trainers
- owners
- jockeys (thoroughbred)
- drivers (harness)
- race day staff
- event or competition staff
- track work riders/drivers

Promotion may include:

- television
- radio
- local papers
- brochures/ flyers
- journals
- newsletters
- promotional products

Pre-event planning may include:

- site details
- personnel needed for event management
- prizes or awards
- directions to competitors
- judging
- recording results
- media coverage

Management may include:

- setting up courses
- recording of events
- assisting judges
- scoring
- media coverage
- security
- parking
- first aid

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Competence in assisting in the conduct of an equine event requires evidence that tasks required to assist at each stage of an event from conception to completion have been successfully completed.

Assessment must include evidence of the following:

- ability to assist in all stages of planning, promoting and fund raising
- ability to assist in the conducting
- ability to assist with actions that need to be completed at the end of an event.

To ensure consistency, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances and tasks.

Context of and specific resources for assessment

Competence in this unit requires evidence that skills and knowledge have been successfully and appropriately applied and demonstrated in a work place or equivalent situation. The skills and knowledge required by this unit must be transferable to a range of environments and contexts. For example, this could include different events and varying workplace practices and procedures.

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to respond to equine injury and disease.

Assessment methods may include:

- demonstration of skills in a workplace or simulated work environment
- inspection of completed work
- oral or written questioning
- assignments
- written examinations.

VU21411

Horse breeding principles and practices

Purpose

This unit provides an introduction to horse breeding through an examination of breeding systems and programs and the practical requirements of breeding.

Prerequisites

Nil

Summary of Learning Outcomes

1. Explain different breeding methods used in the equine industry
2. Explain the selection of horses suitable for breeding
3. Describe the preparation of the mare for service
4. Explain post breeding procedures
5. Describe the preparation of a stallion for service

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Explain different breeding methods used in the equine industry

- 1.1 The process of natural breeding, including paddock and hand serving, is explained and advantages and disadvantages identified
- 1.2 The process of artificial insemination is described and advantages and disadvantages identified
- 1.3 The process of embryo transfer is described and advantages and disadvantages identified
- 1.4 Restrictions on breeding methods by stud books or breed registries are explained
- 1.5 The **facilities** required for the different breeding methods are described

2 Explain the selection of horses suitable for breeding

- 2.1 The **requirements of progeny** in a breeding program are identified
- 2.2 Different **breeding systems** are explained
- 2.3 **Breeding and performance records** of the mare and sire and how they contribute to the selection process are explained
- 2.4 The **criteria** that may be used in the selection of a mare and stallion in order to meet the goals of the breeding program is explained

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| | 2.4 | Genetic inheritance and the function of genes are explained at a basic level |
| | 2.5 | The types, use and importance of records relevant to horse breeding are explained |
| 3 Describe the preparation of the mare for service | 3.1 | Signs of oestrus and techniques to identify oestrus are described |
| | 3.2 | Methods used to detect ovulation and follicle testing are described. |
| | 3.3 | Methods of teasing mares are described. |
| | 3.4 | Suitable personal protective equipment used by mare and stallion handlers is identified |
| | 3.5 | Equipment used for restraint and serving of the mare and safety for both mare and handler are identified |
| | 3.6 | The various procedures of serving the mare with the stallion are described |
| | 3.7 | Records and documentation for serving the mare are identified |
| 4 Explain post-breeding procedures | 4.1 | Factors influencing successful conception are explained |
| | 4.2 | Pregnancy testing procedures are described |
| | 4.3 | The gestation period of the mare is identified |
| | 4.4 | The expected foaling date of the mare is calculated |
| | 4.5 | The purpose of using a universal birthday is explained |
| 5 Describe the preparation of a stallion for service | 5.1 | Time required between serves for sperm regeneration is identified |
| | 5.2 | Equipment used for restraint of the stallion and safety of the stallion, mare and handler are identified |
| | 5.3 | Appropriate “courtship” and approach methods of the stallion to the mare are described |
| | 5.4 | Process for cleaning the stallion after service is described |
| | 5.6 | Psychological management of the stallion before and after service is described in basic terms |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills

- locating and communicating information in stud books or breed registries
- using breeding terminology

- comparing breeding methods
- identifying requirements of breeding program
- identifying personal protective equipment

Knowledge

- advantages and disadvantages of different breeding methods
- facilities and equipment used for breeding
- the requirements of a breeding program to achieve desired outcomes
- factors influencing successful conception
- oestrus cycle in mares
- record keeping and reporting procedures
- methods of pregnancy testing

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Breeding facilities may include:

- non slip surfaces
- dust free
- distraction free
- teasing facilities
- foal pen
- serving rail
- crush
- dummy mare

Requirements of progeny may include:

- speed
- stamina
- jumping ability
- temperament
- tractability
- colour
- type (conformation)
- movement

Breeding systems may include:

- in breeding
- out breeding
- cross breeding
- line breeding

Breeding and performance records may include:

- serving book
- oestrus charts
- veterinary records
- diary

- identification charts
- pedigree history
- race records
- performance cards

Criteria may include:

- correctness of conformation
- conformation to suit task for which being bred
- compatibility of sire and dam
- temperament
- physical attributes
- bloodlines
- performance history
- breeding history

Signs of oestrus may include:

- vulva winking
- frequent urinating
- relaxed vulva
- pink vulva
- sexually receptive
- change in behaviour

Methods used to detect may include:

- ultrasound scanner detects presence of Corpus Luteum
- teasing

Teasing may include:

- teaser types - rig, stallion, gelding
- teasing methods- mob, individual

Equipment for restraint and servicing may include:

- twitch
- hobbles
- serving boots
- tail bandage
- neck cover

Pregnancy testing may include:

- manual
- ultrasound
- return for service

Stallion servicing equipment may include:

- bits, generally specific to each stud
- nose chain
- breeding roll

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Learners must demonstrate the learning outcomes to the standards described in the assessment criteria. Assessment must include evidence of the following:

- breeding systems and methods
- the principles of selection
- the use and importance of record keeping and reporting requirements

Context of and specific resources for assessment

Where possible, theoretical concepts should be supported by demonstrations in an equine industry workplace under normal working conditions to draw links between theoretical knowledge and its practical applications.

Learners must have access to resources that include:

- Access to texts, audio visual resources and a range of horses, facilities and equipment suitable for teaching breeding principles and practices

Method of assessment

For valid and reliable assessment of this module, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and assessments that demonstrate knowledge of breeding principles and practices.

Assessment methods may include:

- short answer or multiple choice testing
- written exams or assignments
- oral questioning

VU21412

Care of pregnant mares and foals

Purpose

This unit covers the practices used to monitor the health of pregnant mares, knowledge of the foaling process and the care of newborn foals and other young horses.

No licensing, regulatory or certification requirements apply to this unit at the time of accreditation.

Prerequisites

Nil

Summary of Learning Outcomes

1. Explain the monitoring and care of pregnant mares
2. Explain the foaling process, monitoring and reporting procedures
3. Explain the care of new born foals
4. Explain the care of foals, weanlings and yearlings

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Explain the monitoring and care of pregnant mares

- 1.1 **Indicators** of mare health are described and the importance of daily monitoring and reporting are explained
- 1.2 Changes to the nutritional requirements of mares during each trimester of pregnancy are explained
- 1.3 Types of supplementary feeding and the conditions under which it might be required are explained
- 1.4 The requirements for a safe and secure environment for pregnant mares are explained
- 1.5 Systems for identifying mares and for the recording and reporting of **information** is explained

2 Explain the foaling process, monitoring and reporting procedures

- 2.1 The **signs of parturition** and the **stages of foaling** are explained
- 2.2 Steps for preparing a pregnant mare for foaling are explained
- 2.3 The purpose and features of a **foaling plan** are explained
- 2.4 **Problems** that may occur during foaling are described
- 2.5 **Post foaling monitoring of mare and foal** is described and the requirement for monitoring and reporting is explained

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| | 2.6 | The requirements for a foaling environment, facilities and equipment , maintained in a safe, hygienic and operational state, are explained |
| | 2.7 | The recording and reporting of a foaling and foaling outcomes are explained |
| 3 Explain the care of new born foals | 3.1 | Indicators of foal health are described and the importance of monitoring and reporting are explained |
| | 3.2 | The requirement for recording markings and other identification features of newly born foals, especially for thoroughbred foals, is explained |
| | 3.3 | Conditions or signs of ill health requiring veterinary assistance are described |
| 4 Explain the care of foals, weanlings and yearlings | 4.1 | The requirement for regular soundness checks of foals, weanlings and yearlings as part of daily routines is explained |
| | 4.2 | The daily care requirements of young horses are explained and include changing nutritional needs, foot care and parasite control |
| | 4.3 | Practices for caring for sick, weak, orphaned and injured newborn and young foals are described |
| | 4.4 | The procedures for the separation, treatment and return of newborn foals requiring treatment and husbandry are explained |
| | 4.5 | The basic training of young horses to enable safe handling and management is described |
| | 4.6 | The maintenance of records to meet enterprise and legislative requirements is explained |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills

- using appropriate terminology
- reporting problems promptly
- recognising changes in conditions of mares and foals
- reading and interpreting workplace documents

Knowledge

- feed, shelter and environment requirements for mares and foals
- signs of good health and common contraindications
- signs of foaling, the foaling process and contraindications
- common diseases and conditions affecting foals
- common deformities
- weaning strategies and fostering techniques
- recording and reporting requirements
- foal development and growth

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Indicators may include:

- signs of abortion
- condition
- unsoundness
- changes in behaviour
- injury or disease
- feeding behaviour

Information may include:

- monitoring data
- feed rations and supplements
- health treatments
- service dates and estimated date of foaling
- pregnancy and foaling history
- stud book details

Signs of parturition may include:

- unusual restlessness
- fullness of mammary glands
- relaxed muscles and ligaments under the tail
- flaccid vulva
- waxing of teats
- running of milk
- release of amniotic fluid
- appearance of amnion bag

Stages of foaling may include:

- water breaking
- expulsion of foetus
- expulsion of afterbirth

A **foaling plan** may include:

- foaling location
- mismothering policy
- human resource requirements
- policy/procedure for assisting difficult births
- use of veterinary assistance
- policy and procedure for monitoring newborn foals
- disposal of biological waste
- disposal of carcasses

Problems may include:

- prematurity
- malpresentation
- foal stuck in birth canal

- rectal delivery
- red-bag delivery
- tearing
- haemorrhaging
- retained placenta
- colic symptoms
- sepsis

Post foaling monitoring of mares may include:

- condition of mare
- milk supply
- mothering behaviour
- changes to behaviour
- expulsion of afterbirth membrane
- vital signs

Post foaling monitoring of foals may include:

- passing of meconium
- constipation or diarrhea
- abnormal colour of gums
- dehydration
- vital signs (eg. respiration, heart rate, sucking reflex)
- turned eyelids or cloudy eyes
- cleft palate
- bleeding, discharge or swelling of umbilicus
- low body weight
- energy levels
- musculo-skeletal problems
- behaviour (eg. standing, nursing, bonding)

Equipment may include:

- tetanus vaccination
- high quality colostrum or replacement
- clean tail wrap
- mild soap
- disinfectant
- clean containers (cup, bucket)
- sponges and towels
- sharp, clean scissors and knife
- hemostat or clamps
- small bulb syringe
- fleet enemas
- sterile lubricant
- gloves

- flashlight with fresh batteries
- watch
- cordless phone
- thermometer
- colic mixture

Checks may include:

- limbs and hooves
- constipation or diarrhea
- activity level
- umbilical hernia
- injury or disease
- abnormal or changes in behaviour
- development of reflexes and sensory awareness

Basic training may include:

- catching and restraining
- haltering
- tie up and lead
- loading for transport
- picking up feet
- grooming

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Learners must demonstrate the learning outcomes to the standards described in the assessment criteria. Assessment must include evidence of the following:

- care requirements of mares, foals and young horses
- healthy foaling processes and contraindications
- signs of general health, injury and disease in the mare and foal post birth
- the use and importance of record keeping and reporting requirements

Context of and specific resources for assessment

Where possible, theoretical concepts should be supported by demonstrations in an equine industry workplace under normal working conditions to draw links between theoretical knowledge and its practical applications.

Learners must have access to resources that include:

- Access to texts, audio visual resources and a range of horses, facilities and equipment suitable for teaching the care of mares and foals

Method of assessment

For valid and reliable assessment of this module, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and assessments that demonstrate knowledge of caring pregnant mares and foals.

Assessment methods may include:

- short answer or multiple choice testing
- written exams or assignments
- oral questioning

Unit Descriptor

This unit of competency covers the skills and knowledge required to assist in the conduct of a horse riding session for beginner riders on the flat in an arena or other controlled environment. The unit focuses on the safety of riders and horses.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Refer to the employability skills summary to identify employability skill requirements.

Application of the Unit

This unit applies to assistants working under the direction of a riding instructor or coach in a controlled environment. It may apply to individuals working or volunteering in organisations offering riding activities.

This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Explain procedures to maximise safety of riders and horses

1.1 The rules and regulations of ***governing equestrian organisations*** are identified

1.2 The purpose of observing all relevant ***safety procedures*** is explained

1.3 Common ***hazards*** are identified and possible impact on riders and horses explained

1.4 The procedures for responding to an accident/incident are described

1.5 Legislation relevant to riding instruction and the legal liability of riding instructors is explained

2. Prepare to conduct a group session

2.1 Information is sought on group and individual rider ***characteristics*** and on horses, where relevant

2.2 Information is sought on the ***activities*** to be undertaken and the duration of the session

2.3 Appropriate ***safety checks*** are performed

- | | | |
|--------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2.4 | Equipment is fitted, correctly adjusted and suitable for rider and horse |
| | 2.5 | Clarification and feedback is sought from supervisor where required |
| Conduct a riding session for a small group | 3.1 | The purpose and rules of riding etiquette, standard commands and rider behaviour are confirmed with the group |
| | 3.2 | Activities and exercises as instructed by supervisor are conducted in a safe manner, controlling pace and direction of riders |
| | 3.3 | Feedback is provided to participants in a clear, positive and constructive manner |
| | 3.4 | Riders and horses are monitored for signs of fatigue or discomfort and to ensure riders understand commands |
| | 3.5 | Commands are given clearly while monitoring preparedness of riders to respond and providing adequate opportunities for participants to ask questions or seek clarification |
| | 3.6 | The ride is brought to a close and riders are directed to leave area in a safe and controlled manner |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- follow OHS practices
- manage time in regard to allocated tasks
- communicate effectively
- work with others

Required Knowledge

- principles of safe work practices
- hazards
- safety checks of equipment/gear
- rules of riding organisations

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Governing equestrian organisations may include:

- Equestrian Australia
- State Equestrian Association and Local Equestrian Association
- Australian Sports Commission
- Australian Horse Industry Council
- Pony Club Association of Victoria
- Horse Riding Club Association of Victoria

- Australian Horse Riding Centres

Safety procedures may include:

- equipment checking
- appropriate dress and safety equipment for riders
- adequate warm up and cool down
- mounting and dismounting
- safe distances between horses
- safe distances from obstacles
- riding at appropriate speed
- the 'emergency stop'

Hazards may include:

- horse out of control
- horses too close together
- horse temperament and behaviour (eg. nervous, biting, kicking)
- unsoundnesses
- loose shoes
- rider behaviour
- fallen rider
- obstacles
- uneven or slippery surface
- unsuitable fencing
- broken wire
- debris
- gates
- weather

Characteristics may include:

- age
- level of experience
- behavioural or health issues

Activities may include:

- mounting/dismounting
- start
- stop
- turning
- changing paces
- patterns and school movements
- warm up activities
- cool down activities

Safety checks may include but are not limited to:

- arena surface and fencing
- condition of gear
- rider safety equipment (eg. helmets, footwear)

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

Assessment must ensure that riding sessions are conducted safely and reflect that the directions of the supervising instructor/coach are understood and implemented. Competence must be demonstrated on more than one occasion.

Evidence of the following is required:

- conduct of riding sessions as directed by supervising instructor/coach to ensure safety of participants according to relevant rules and regulations
- communicate effectively with riders and supervising instructor/coach
- perform safety checks and follow all relevant safety procedures
- monitor riders, horses and the riding area for hazards and safety issues

Context of and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and must be assessed in an equine environment under normal conditions. There must be access to the appropriate equipment, tools and gear to enable one to demonstrate competency.

- Learners must be supervised adequately when undertaking activities involving horses and safe work practices must be explained and followed at all times.

Learners must also have access to resources that include:

- suitable riding areas in a controlled environment
- suitable horses for riding session equipped with appropriate and safe gear
- a group of participants with appropriate clothing and safety equipment
- rules and regulations of riding

Method of assessment

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Evidence should be gathered as part of the learning process, where appropriate.

For valid assessment, learners must have opportunities to participate in a range of exercises and practical and knowledge assessments that demonstrate the skills and knowledge required to develop coaching skills.

Assessment methods may include:

- demonstration of tasks such as conducting a riding session or completing a gear check
- questioning about safe work practices or rules of riding organisations
- presentation of a diary detailing riding sessions undertaken
- third party reports from a supervisor detailing performance