

22513VIC Certificate III in Equine Studies

This course have been accredited under Part 4.4 of the Education and Training Reform Act 2006.

Accredited for the period: 01/04/2019 to 31/03/2024



Version 1.1

Version Modification History	
Version 1.1 September 2022	<ul style="list-style-type: none"> Course structure updated to reflect current first aid unit HLTAID011 Provide First Aid. This supports the decision of national and state VET Regulators to ensure delivery of current first aid units within Victorian Crown Copyright courses. Please refer to the ASQA website.



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Section A: Copyright and course classification information

1. Copyright owner of the course	<p>Copyright of this course is held by the Department of Education and Training, Victoria</p> <p>© State of Victoria (Department of Education and Training) 2019</p>
2. Address	<p>Executive Director Higher Education and Workforce Division Department of Education and Training (DET) GPO Box 4367 Melbourne Vic 3001</p> <p>Organisational Contact: Manager, Training and Learning Products Unit Higher Education and Workforce Division Telephone: 131823 Email: course.enquiry@education.vic.gov.au</p> <p>Day to day contact: Curriculum Maintenance Manager – Primary Industries Melbourne Polytechnic Epping Campus, ED116A Corner Cooper St & Dalton Rd, Epping 3076 Telephone: 0438 322 376 Email: AnneWiltshire@melbournepolytechnic.edu.au</p>
3. Type of submission	The course is submitted for accreditation.
4. Copyright acknowledgement	<p>Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov. (More information is available here)</p> <ul style="list-style-type: none"> • AHC Agriculture, Horticulture and Conservation and Land Management Training Package <ul style="list-style-type: none"> – AHCMOM203 Operate basic machinery and equipment – AHCINF201 Carry out basic electrical fencing operations – AHCINF202 Install, maintain and repair fencing – AHCINF203 Maintain properties and structures – AHCWRK302 Monitor weather conditions • RGR Racing and Breeding Training Package <ul style="list-style-type: none"> – RGRPSH201 Handle racehorses in stables and on the track • BSB Business Services Training Package <ul style="list-style-type: none"> – BSBWHS201 Contribute to health and safety of self and others

	<ul style="list-style-type: none"> • HLT Health Training Package <ul style="list-style-type: none"> – HLTAID003 Provide first aid • SIS Sport, Fitness and Recreation Training Package <ul style="list-style-type: none"> – SISSSCO101 Develop and update knowledge of coaching practices • ACM Animal Care and Management Training Package <ul style="list-style-type: none"> – ACMEQU201 Work safely in industries with horses – ACMEQU202 Handle horses safely – ACMEQU205 Apply knowledge of horse behaviour – ACMEQU208 Manage personal health and fitness for working with horses – ACMEQU210 Lunge educated horse – ACMEQU302 Apply knowledge of minimising impact of falling from a horse • TAE Training and Education Training Package <ul style="list-style-type: none"> – TAEDDEL301 Provide work skill instruction 								
5. Licensing and franchise	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2018.</p> <p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (More information is available here). You are free to use, copy and distribute to anyone in its original form as long as you attribute 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 Group Executive Director Engagement, Participation and Inclusion GPO Box 4367, Melbourne, 3001</p> <p>Copies of this publication can be downloaded free of charge from the DET website (More information is available here)</p>								
6. Course accrediting body	Victorian Registration and Qualifications Authority								
7. AVETMISS information	<table border="1"> <tr> <td colspan="2">AVETMISS classification codes</td> </tr> <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>To be provided by the course accrediting body once the course is accredited</td> </tr> </table>	AVETMISS classification codes		ANZSCO [Australian and New Zealand Standard Classification of Occupations]	841516 Stablehand	ASCED Code – 4 digit (Field of Education)	0501 Agriculture	National course code	To be provided by the course accrediting body once the course is accredited
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National course code	To be provided by the course accrediting body once the course is accredited								
8. Period of accreditation	April 1, 2019 to March 31, 2024								

Section B: Course Information

1. Nomenclature	<i>Standard 1 for Accredited Courses</i>
1.1 Name of the qualification	22513VIC Certificate III in Equine Studies
1.2 Nominal duration of the course	540 – 600 nominal hours
2. Vocational or educational outcomes of the course	<p><i>Standard 1 for Accredited Courses</i></p> <p>The Certificate III in Equine Studies is a 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 equine industry is multi-disciplined and represents a variety of activities including primary production, sport (e.g. performance horses, dressage, western riding, harness, thoroughbred and standard bred racing) pony club, breeding and recreational interests. Below are brief snap shots of the economic, employment and community value of key activity areas that make up the equine industry.</p> <p><i>Horse activities make a huge contribution to the economy</i> (The Australian Industry Horse Council, 2014/2015 Horse Industry Survey). Survey findings have estimated horse owners generally own one or more horses and it was estimated they spent a total of \$40.2 million each year on their horse activities. These estimates are based on a sample of 3,054 respondents representing a fraction of horse owners in the country but according to The Australian Industry Horse Council, <i>given that the horse related spend amongst those who participated was over \$40million, it is estimated that the horse industry contributes billions of dollars to the Australian economy.</i>"</p> <p>It is not possible to quantify the exact number of horses in Australia but The Horse Industry Council estimate the numbers to be at least one million or higher. The industry is predominantly made up of small businesses owners and individuals employed on a part time basis, contributing approximately \$6.5-8 billion to the gross national product (The Australian Industry Horse Council).</p> <p>Equestrian Australia (EA) has a membership of over 18,000 with over 118,100 horses in the Federation's database. In October, 2016 Equestrian Australia (EA) commissioned a community impact study on Equestrian sport in Australia to determine its contribution to the broader community (Equestrian Impact Study, 2016).</p> <p>The study found the total economic contribution of Equestrian (excluding all codes of horse racing, polo/polocrosse, rodeo,</p>

western & tent pegging) is over \$1.143 billion. The study determined that *“Equestrian sport has a range of unique social strengths not offered by other sports including lifelong participation opportunities and a structured, disciplined and selfless mindset. The major point of difference Equestrian has from other sports is the responsibility that goes with the management and care of the horse. This selfless duty requires commitment, discipline and purpose.”*

The Racing Industry provides many different career opportunities for people and Australia is recognised internationally as a producer of outstanding race horses.

According to [Thoroughbred Breeders Australia](#) it is the second largest thoroughbred breeding industry in the world. Employment and sales generates huge economic activity for the country. A NSW Government Study (2014) stated there were 4,500 people directly employed in thoroughbred breeding in the state and a further 42,000 people were classed as *participants in producing* racehorses (Thoroughbred Breeders Australia, 2018). In 2016 \$375.6 million was spent on yearlings, \$30.4 million on weanlings and \$109.2 million on mares to breed from. These transactions generate in excess of \$515 million spent on bloodstock at auction. Further to this many more millions of dollars are transferred in private deals (Thoroughbred Breeders Australia, *An Introduction to the Australian Breeding Industry* 2018).

As per the Standards for Accredited courses, a mid-cycle review of the 22246VIC Certificate II in Equine Studies was conducted in 2016. Feedback included the following:

- Acknowledgment of the development of a Certificate II in Horse Care in the Animal Care and Management ACM Training Package which would replace the existing 22246VIC Certificate II in Equine Studies as an introductory course into the Equine sector
- Identified that there is still no pathway on a national level from a Certificate II level course (ACM20217 Certificate II in Horse Care) to a Certificate III level course
- The interest in an equine program was strong as indicated by continuing enrolment numbers as the course being an important course for a VCE VET program.

The ACM20217 Certificate II in Horse Care was developed in response to findings from a coronial enquiry into the death of a young student enrolled in an equine qualification. This qualification provides learners with the skills and knowledge needed to work safely when handling and caring for horses. The ACM20217 Certificate II in Horse Care was reviewed by the Victorian Curriculum and Assessment Authority (VCAA) with input from the Equine Teacher Network. Feedback indicated it was not suitable for a VCE VET program, as it did not have the required depth of knowledge and skills for this program area. Consequently it was determined that an AQF Level III course be developed.

The course development process took into consideration the findings of the 2015 ASQA *Strategic Review of Training in equine programs in Australia* that include the requirement for RTOs to

	<p>ensure that there is a strong and consistent focus on safety in riding and handling and an understanding of horse behaviour; appropriate trainers are in place to deliver and assess; horses used are fit for purpose so the student can safely handle and where necessary, ride the horse while training.</p> <p>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.</p> <p>The survey identified the following as key areas of skills and knowledge:</p> <ul style="list-style-type: none"> • safe work practices • prevention of disease, illness and injury • signs of ill health and injury • daily care requirements • equine anatomy and physiology • equine nutrition <p>An expert committee was established to provide advice on the course development. Members of the steering committee were:</p> <table> <tr> <td>Natalie Welsh</td><td>Godolphin (Chair)</td></tr> <tr> <td>Melissa Weatherley</td><td>Racing Victoria</td></tr> <tr> <td>Danielle McAuliffe</td><td>Victorian Curriculum and Assessment Authority (VCAA)</td></tr> <tr> <td>Deborah Lovett</td><td>Horse Safety Australia</td></tr> <tr> <td>Jo Brett</td><td>Chair of Equine Teacher Network</td></tr> <tr> <td>Brodie Harrison</td><td>Box Hill Institute</td></tr> <tr> <td>Inez Musgrove</td><td>Australian Jumping Racing Association</td></tr> </table> <p>The Project Manager was Kate Bryce, Primary Industries Curriculum Maintenance Manager, Melbourne Polytechnic.</p>	Natalie Welsh	Godolphin (Chair)	Melissa Weatherley	Racing Victoria	Danielle McAuliffe	Victorian Curriculum and Assessment Authority (VCAA)	Deborah Lovett	Horse Safety Australia	Jo Brett	Chair of Equine Teacher Network	Brodie Harrison	Box Hill Institute	Inez Musgrove	Australian Jumping Racing Association
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Brodie Harrison	Box Hill Institute														
Inez Musgrove	Australian Jumping Racing Association														
3.2 Review for re-accreditation	<p><i>Standards 1 and 2 for Accredited Courses</i></p> <p>Not applicable</p>														
4. Course outcomes	<p><i>Standards 1, 2 and 3 for Accredited Courses</i></p>														
4.1 Qualification level	<p>This course is consistent with the criteria and specifications of the AQF Level 3 as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:</p> <p>Knowledge:</p> <p>Graduates of a Certificate III will have factual, technical and procedural knowledge and some theoretical knowledge of monitoring equine health and welfare.</p> <p>Skills:</p> <p>Graduates at this level will have a range of cognitive, technical and communication skills to select a range of methods, tools, materials and information to:</p> <ul style="list-style-type: none"> • interpret and act on available information to respond to an equine health scenario 														

	<ul style="list-style-type: none"> • cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions such as when dealing with a variation to a daily health program • technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences such as providing health history details to a Veterinarian or equine health specialist • technical skills to undertake routine and some non-routine tasks in a range of skilled operations such as calculating correct feeding rations <p>Application of knowledge and skills</p> <p>Graduates of a Certificate III will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • with discretion and judgement in the selection of equipment, services or contingency measures and skills such as selecting and fitting correct tack • to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints such as cleaning boxes to industry standards • in contexts that include taking responsibility for own outputs in work and learning including participation in teams and taking limited responsibility for the output of others within established parameters such as participating in team meetings and following organisational procedures. <p>Volume of learning</p> <p>The volume of learning is anticipated to be 2 years, it requires a significant amount time to allow for the development and practice of skills as most learners will enter the course with no experience in the equine sector. The course allows for the flexibility to be delivered as a VCE Vet program which is typically delivered over 2 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/WHS procedures, research skills and language, literacy and numeracy skills • following procedures to monitor equine health • implementing a feeding program • evaluating horse conformation • riding skills • identifying the impact of illness and injury may have on equine anatomy and physiology
4.2 Employability skills	<p><i>Standard 4 for Accredited Courses</i></p> <p>Refer to Appendix A for the Employability Skills Summary</p>
4.3 Recognition given to the course (if applicable)	<p><i>Standard 5 for Accredited Courses</i></p> <p>Not applicable</p>
4.4 Licensing/ regulatory requirements (if applicable)	<p><i>Standard 5 for Accredited Courses</i></p> <p>At the time of accreditation no licensing or regulatory requirements apply.</p>

5. Course rules				
5.1 Course structure <i>Standards 2, 6 and 7 for Accredited Courses</i> To be eligible for the award of 22513VIC Certificate III in Equine Studies, learners must successfully complete a total of 11 units comprising: <ul style="list-style-type: none"> • 8 core units • 3 elective units 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 2 or 3 in the source curriculum or training package and should not duplicate the outcomes of the core units. Elective units should support and enhance vocational outcomes of the course. Learners who do not successfully complete all the required units for the qualification will be issued with a Statement of Attainment for completed units.				
Unit / Module Code	Field of Education code	Unit /module title	Pre-requisite	Nominal hours
Core units (8)				
ACMEQU202*	050105	Handle horses safely	ACMEQU 205	100
ACMEQU205	050105	Apply knowledge of horse behaviour	Nil	60
VU22681	120505	Work effectively in an equine organisation	Nil	50
VU22682	050105	Implement horse health and welfare practices	Nil	50
VU22683	050105	Implement and monitor horse feeding programs	Nil	50
VU22684	050105	Relate equine form to function	Nil	50
VU22685	050105	Identify equine anatomy	Nil	30
VU22686	050105	Identify and describe equine physiology	Nil	50
Sub-total				440
Elective units (select 3)				
Riding/Events/Competition				
VU22687	092101	Demonstrate basic horse riding or driving skills	Nil	40
VU22688	092101	Assist in the preparation of a horse for an event	Nil	40
VU22689	050105	Assist in the conduct and organisation of an event in the equine industry	Nil	40
Racing/Mandatory Training				
BSBWHS201	061301	Contribute to health and safety of self and others	Nil	20
RGRPSH201	050105	Handle racehorses in stables and at track work	Nil	80
Horse breeding				
VU22690	050105	Examine horse breeding principles and practices	Nil	40
VU22691	050105	Prepare for the care of pregnant mares, foals and young horses	Nil	40

Coaching				
VU22692	092103	Develop basic coaching skills	Nil	40
ACMEQU406	050105	Manage selection of horse for new or inexperienced handler, rider or driver	ACMEQU 205	60
SISSSCO101	092103	Develop and update knowledge of coaching practices	Nil	30
Facility maintenance				
AHCINF201	050101	Carry out basic electric fencing operations	Nil	40
AHCINF202	040399	Install, maintain and repair fencing	Nil	30
AHCINF203	040301	Maintain properties and structures	Nil	30
AHCMOM203	030717	Operate basic machinery and equipment	Nil	20
General Electives				
ACMEQU201*	061301	Work safely in industries with horses	ACMEQU 205	40
ACMEQU208	061307	Manage personal health and fitness for working with horses	Nil	20
ACMEQU210*	050105	Lunge educated horses	ACMEQU 205	50
ACMEQU302*	061301	Apply knowledge of minimising impact of falling from a horse	ACMEQU 205	50
AHCWRK302	010701	Monitor weather conditions	Nil	60
HLTAID011	069907	Provide First Aid	Nil	18
TAEDEL301	070109	Provide work skill instruction	Nil	40
			Nominal duration	540 – 600
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">• Entrants must demonstrate a moderate level of physical stamina and strength sufficient to be able to perform tasks such as: carrying feed/water buckets, manoeuvring wheelbarrows, using brooms, rakes, shovels and lifting gear (e.g. rugs/saddles) onto a horse is required• Entrants must demonstrate a moderate level of agility and coordination to move smoothly, safely and quickly in response to horse behaviours is required. <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 at Department of Education and Training.</p> <p>Learners are best equipped to achieve the course outcomes in the Certificate III in Equine Industry if they have minimum language, literacy and numeracy skills that are equivalent to Level 3 of the</p>		

	ACSF. Learners with language, literacy and numeracy skills at lower levels than those suggested will require additional support to successfully undertake the qualification.
6. Assessment	
6.1 Assessment strategy	<p><i>Standard 10 for Accredited Courses</i></p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> Standard 1 of the AQTF: <i>Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers</i>, or the Standards for Registered Training Organisations 2015 (SRTOs), or the relevant standards and Guidelines for RTOs at the time of assessment. <p>The following principles should be used as a guide to the assessment approach:</p> <ul style="list-style-type: none"> 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, 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. <p>Assessment tools must meet the rules of evidence. To meet the rules, evidence must be:</p> <ul style="list-style-type: none"> valid, for example, address the elements and performance criteria, reflect the skills and knowledge described in the unit of competency 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

	<p>inflate the language, literacy and numeracy requirements beyond those required in performing the task and</p> <ul style="list-style-type: none"> • authentic, for example: be the work of the learner, be corroborated / verified. • 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. <p>Assessment methods and tools may include:</p> <ul style="list-style-type: none"> • oral or written questioning • verbal presentations • multi-media presentations • folios • solving problems • 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>When assessing units of competency from Training Packages, the evidence gathering and assessment must be carried out in accordance with the relevant Training Package requirements.</p>
<p>6.2 Assessor competencies</p>	<p><i>Standard 12 for Accredited Courses</i></p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: <i>Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers</i>, <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Assessment of units of competency from nationally endorsed training packages and units imported from accredited curricula must comply with the assessment requirements detailed in the source training product.</p> <p>RTOs must ensure that trainers and assessors used for equine riding/handling instruction hold one or more qualifications in instruction or coaching of horse riding/handling appropriate for the level of training.</p>

7. Delivery	Standards 11 and 12 AQTF Standards for Accredited Courses
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>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: <i>Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers</i>, or • the Standards for Registered Training Organisations 2015 (SRTOs), or • the relevant standards and Guidelines for RTOs at the time of assessment. <p>It is recommended that horse riding instructors are accredited or have a coaching qualification.</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 such as grooming gear, saddles and saddlery, harness, halters, bridles and bridle wear, bits, training aids, horse boots and bandages, feeders, horse rugs and rakes and shovels • documentation normally used in the equine workplace such as equine records maintained for the care, feeding, training and transport of horses, workplace procedures and policies, OHS/WHs information and risk assessments • personal protective clothing and equipment appropriate to the equine sector such as riding boots, helmet, jodhpurs, legwear, body protectors/vests, gloves and goggles • a range of horses of different ages and temperaments <p>Access is also required to a classroom, library, computer and audio-visual equipment. Providers must have access to an</p>

	<p>approved Animal Ethics Committee (AEC) in situations where live animals are used for training.</p> <p>Units of competency that have been imported from endorsed training packages or accredited courses must reflect the requirements for trainers specified in that Training Package or accredited course.</p>
8. Pathways and articulation	<p><i>Standard 8 for accredited courses</i></p> <p>There are no formal articulation arrangements in place at the time of accreditation.</p> <p>Learners who complete units of competency from endorsed training packages or accredited courses will be eligible for credit into other qualifications that contain those units.</p>
9. Ongoing monitoring and evaluation	<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>

Appendix A	
22513VIC Certificate III in Equine Studies	
Employability Skill	This qualification includes the requirement to:
Communication	<ul style="list-style-type: none"> locate, read and interpret policies and work place 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 complete workplace documentation use industry terminology when providing information or requesting clarification
Team Work	<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
Problem Solving	<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
Initiative and Enterprise	<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
Planning and Organising	<ul style="list-style-type: none"> follow stable work schedules and routines to meet workplace timelines plan work sequences organise stable cleaning and maintenance routines develop a career plan and objectives follow quarantine and biosecurity procedures follow and apply operational plans, systems and procedures organise, plan and complete own workplace tasks
Self-management	<ul style="list-style-type: none"> take responsibility for quality of own work handle horses safely, 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
Learning	<ul style="list-style-type: none"> identify personal capabilities and interests in relation to career goals identify and apply education and training activities to facilitate achievement of career objectives
Technology	<ul style="list-style-type: none"> select and use tools, materials and equipment respond to hazards and incidents identify stable maintenance and repair needs

Section C: Units of competency

Core units

VU22681 Work effectively in an equine organisation

VU22682 Implement horse health and welfare practices

VU22683 Implement and monitor horse feeding programs

VU22684 Relate equine form to function

VU22685 Identify equine anatomy

VU22686 Identify and describe equine physiology

ACMEQU202 Handle horses safely

ACEQU205 Apply knowledge of horse behaviour

Elective units

VU22687 Demonstrate basic horse riding or driving skills

VU22688 Assist in preparation of a horse for an event

VU22689 Assist in the conduct and organisation of an event in the equine industry

VU22690 Examine horse breeding principles and practices

VU22691 Prepare for the care of pregnant mares, foals and young horses

VU22692 Develop basic coaching skills

ACMEQU201 Work safely in industries with horses

ACMEQU208 Manage personal health and fitness for working with horses

ACMEQU210 Lunge educated horses

ACMEQU302 Apply knowledge of minimising impact of falling from a horse

ACMEQU406 Manage selection of horse for new or inexperienced handler, rider or driver

AHCINF201 Carry out basic electric fencing operations

AHCINF202 Install, maintain and repair fencing

AHCINF203 Maintain properties and structures

AHCMOM203 Operate basic machinery and equipment

AHCWRK302 Monitor weather conditions

BSBWHS201 Contribute to health and safety of self and others

HLTAID011 Provide First Aid

RGRPSH201 Handle racehorses in stables and on the track

TAEDEL301 Provide work skill instruction

SISSSCO101 Develop and update knowledge of coaching practices

VU22681

Work effectively in an equine organisation

Unit Descriptor

This unit of competency covers the skills and knowledge required to undertake work in the equine industry. It involves safety in the workplace, career opportunities and the correct use of tools and equipment. It involves the ability to perform work, meet employer requirements, communicate effectively and complete workplace documentation where required.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) 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

This unit contains Employability Skills

Application of the Unit

This unit applies to learners who wish to work in the equine industry or have an interest in activities related to working with horses.

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 Explore career opportunities in the equine industry

- 1.1 Explore career opportunities and pathways in the equine industry
- 1.2 Identify personal interests and capabilities against career options
- 1.3 Seek advice from **professionals** on a range of career options
- 2.1 Identify **OHS/WHS hazards** and safe work practices

2 Follow Occupational Health and Safety (OHS/WHs) and industry guidelines and procedures

- 2.2 Interpret and clarify **work instructions** with supervisor
- 2.3 Select, check, correctly fit and use **Personal Protective Equipment (PPE)**
- 2.4 Identify, assess and take appropriate action to control risks to self, others and the horse when interacting with horses
- 2.5 Report OHS/WHs issues to supervisor according to workplace procedures
- 2.6 Apply animal welfare practices
- 2.7 Demonstrate correct manual handling techniques
- 2.8 Report building, fixtures or equipment that are in need of maintenance or unsafe according to workplace procedures

3 Clean stables and surrounding areas

- 3.1 Observe horse behaviours and characteristics and assess risks before handling
- 3.2 Check horse for condition and health and remove from stable or yard, or tie up safely in stable or yard
- 3.3 Inspect and remove manure, soiled bedding and stale feed within industry timelines and report **abnormalities**
- 3.4 Rake or fork bedding and add fresh quantities as required
- 3.5 Clean feed bins, hay nets/bags and water containers/troughs and provide clean water for horses
- 3.6 Follow workplace biosecurity practices and waste management disposal procedures to dispose of stale feed, soiled bedding, manure and other waste products
- 3.7 Maintain tidy work area and store **equipment/tools/gear** according to workplace procedures

4 Groom, rug and feed horses

- 4.1 Groom horses and check for injury or signs of ill health and report any irregularities according to workplace procedures
- 4.2 Clean hooves, check for cracks, heat and other abnormalities, check shoes if fitted and report any abnormalities according to workplace procedures
- 4.3 Rug horses according to workplace procedures ensuring correct fit.
- 4.4 Provide feed to horses according to workplace procedures

- | | |
|-------------------------|--|
| 5. Clean and store tack | 5.1 Check gear for wear and damage and report damage according to workplace procedures |
| | 5.2 Clean and polish tack according to workplace procedures |
| | 5.3 Store tack after use according to workplace procedures |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

- problem solving skills to select equipment, tools and gear appropriate to the work task
- handle horses safely according to animal welfare practices
- clean and store saddlery and equipment
- numeracy skills to measure accurate quantities of feed
- report signs of illness or injury.
- follow occupational work health and safety/workplace health and safety (OHS/WHs) and biosecurity procedures in the context of own work including:
 - carrying out basic hazard and risk assessment
 - using personal protective equipment (PPE)
 - using safe manual handling techniques
 - reporting OHS/WHs hazards and issues
- oral communication skills to report signs of illness and injury
- self-management skills to complete work tasks within industry timelines
- identify signs of wear and damage of gear

Required Knowledge

- care and maintenance of hooves
- workplace procedures for care of horses:
 - cleaning of stables, yards and gear
 - safe work practices, including safe handling of horses
 - types and purpose of personal protective equipment (PPE).
- basic animal welfare principles and responsibilities in the context of own work
- basic OHS/WHs responsibilities for a limited range of horse industry occupations
- principles of safe work procedures
- hazards
- dress and behaviour code
- career and employment opportunities
- industry terminology to describe horses and horse-related work
- horse industry biosecurity practices

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.

Professionals may include:

- veterinarians
- coaches

OHS/WHs hazards may include:

- managers
- career adviser
- farriers
- equine health professionals
- riders
- trainers
- horses
- physical environment (e.g. solar radiation, dust, noise)
- unsafe work practices
- faulty equipment and machinery
- sharp tools and equipment
- chemicals and hazardous substances.

Work instruction may include:

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

Personal Protective Equipment (PPE) may include:

- boots
- overalls
- helmet
- body protector/vest
- dust mask

Abnormalities may include:

- lack of food or water consumption
- less or more manure
- irregularities in consistency of manure
- scouring
- state of bedding

Equipment/tools/gear may include:

- grooming equipment
- saddlery and harness
- halters and leads
- rugs
- saddlecloths

Tack may include:

- bandages
- feeders

- wheelbarrows, brooms, rakes, shovels
- feedbags/hay bags
- buckets
- saddle
- saddle pad/saddle cloth
- bridles
- breastplate
- martingale
- harness
- head collars
- bits
- leads
- girth

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
- zoonoses
- manual handling

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 confirm the ability to:

- select and use appropriate personal protective clothing and equipment
- implement safe work practices
- identify and report occupational hazards
- identify individual career options and strategies to achieve career goals
- use appropriate equipment/tools/gear
- complete set tasks within the nominated timeframe to the enterprise standard.

Context of and specific resources for assessment

VU22681 Work effectively in an equine organisation

Assessment for this unit of competency is to be largely practical in nature and must be assessed in an equine industry enterprise or simulated environment under normal work 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:

- an appropriate equine industry workplace or simulated work environment 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, 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

VU22682

Implement and monitor horse health and welfare practices

Unit Descriptor

This unit covers the skills and knowledge required to monitor and identify signs of common illness and injuries in horses and other signs of distress, and to report observations accurately and in a timely fashion. The unit also covers preventative programs that are an integral part of horse husbandry.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) 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

This unit contains Employability Skills.

Application of the Unit

This unit applies to learners who wish to develop their skills and knowledge in the care of horses to optimise their health and well-being.

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 the health and welfare of horses

- 1.1 Undertake routine observations of horses according to enterprise guidelines
- 1.2 Recognise **common illnesses and injuries** and take appropriate action in line with enterprise guidelines
- 1.3 Identify and assess occupational health and safety/workplace health and safety(OHS/WHS) **hazards** while monitoring horses and implement suitable controls

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| | 1.4 | Check horses, including all gear and shoes, before and after work or whenever they are handled |
| | 1.5 | Complete all required records and documentation accurately and promptly in accordance with enterprise guidelines |
| 2 Report signs of horse illness, injury or distress | 2.1 | Identify illness and injury including signs of exercise or injury induced stress and report these according to enterprise guidelines |
| | 2.2 | Identify and report abnormal conditions and indicators of ill health and take action as directed |
| | 2.3 | Recognise signs of lameness |
| | 2.4 | Provide horse emergency first aid where required until professional help arrives |
| | 2.5 | Complete all required records and documentation accurately and promptly in accordance with enterprise guidelines |
| 3 Assist in the treatment of horses | 3.1 | Handle horses calmly and use restraints as required and within industry guidelines for animal welfare |
| | 3.2 | Identify and assess occupational health and safety/workplace health and safety(OHS/WHs) hazards while treating horses or assisting in treatment , and implement suitable controls including the use of personal protective equipment |
| | 3.3 | Follow instructions from a veterinarian or other horse care professional |
| | 3.4 | Administer medicines as directed and according to medication instructions |
| | 3.5 | Follow hygiene procedures for cleaning treatment areas, medicines, equipment and materials. |
| | 3.6 | Dispose of biohazard materials according to industry guidelines |
| | 3.7 | Complete all required records and documentation accurately and promptly in accordance with enterprise guidelines |
| 4 Undertake procedures which contribute to horse health and welfare | 4.1 | Comply with programs for parasite control, vaccination, dentistry and hoof care to support horse health and welfare |
| | 4.2 | Follow feeding and watering regimes and maintain facilities to ensure horse health and welfare |
| | 4.3 | Conduct regular and systematic monitoring of facilities, yards and fencing and report faults according to |

VU22682 Implement and monitor horse health and welfare practices
enterprise guidelines to ensure a safe environment for
horses

- 4.4 Carry out routine drenching and skin washing procedures to prevent or control **internal and external parasites**
- 4.5 Observe safe work practices when assisting horse care professionals administering vaccinations, dental and hoof care are assisted, handling horses to minimise stress
- 4.6 Identify occupational health and safety/workplace health and safety(OHS/WHS) hazards, assess risks and implement suitable controls when undertaking horse health procedures
- 4.7 Complete all required records and documentation 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
- signs of lameness
- 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
- work health and safety/workplace health and safety (OHS/WHS)
 - carrying out basic hazard and risk assessment
 - using personal protective equipment (PPE)

- using safe manual handling techniques
- reporting OHS/WHS hazards and issues

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
- upper respiratory infections (runny nose, cough)
- strangles
- skin conditions (rain scald, mud fever, ringworm)
- stone bruise
- foot abscess

Hazards may include:

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

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

Signs of lameness may include:

- gait irregularities
- nodding
- head bobbing

Horse emergency first aid 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
- bandaging
- basic wound care

Treatment may include:

- worming
- washing
- poulticing
- dressing wounds

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
- quarantine

Biohazard materials may include:

- fluids
- waste
- refuse
- sharps

Feeding and watering regimes may include:

- types of feed
- quantity of feed
- access to water

Internal and external parasites may include:

- small strongyles
- large strongyles
- pinworms
- large roundworms
- tapeworms
- lungworms
- bot flies
- ticks
- lice

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 confirm the ability to:

- 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
- undertake routine checks and identify and report common symptoms of ill health or injury
- assist in carrying out procedures for prevention of injury and disease
- work with horse care professionals to treat horses
- treat horses with regard to hygiene and quarantine considerations
- identify hazards and risks when treating horses
- implement safe work practices

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 learners 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 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
- workplace documentation

VU22683

Implement and monitor horse feeding programs

Unit Descriptor

This unit of competency specifies the skills and knowledge 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 occupational health and safety/workplace health and safety (OHS/WHS) 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

This unit contains Employability Skills.

Application of the Unit

This unit applies to learners who intend feeding and caring for horses in an equine context.

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. Investigate the nutritional value of common feed sources for feeding to horses

- 1.1 Identify the basic **factors** that influence the nutritional composition of horse feeds
- 1.2 Explain the relationship between nutrition requirements and horses' condition, environment, workload and stage of training
- 1.3 Identify **common feeds** and **supplements**
- 1.4 Recognise the potential **consequences** of incorrect feeding

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| | 1.5 | Identify the basic differences in nutritional requirements and feeding regimes for paddocked, yarded and stabled horses |
| | 1.6 | Recognise <i>horses with special nutritional requirements</i> |
| | 1.7 | Identify the importance of water in the feeding program |
| 2. Implement a feeding program | 2.1 | Follow <i>procedures</i> in relation to the feed room and to the feeding program |
| | 2.2 | Undertake feeding tasks in a <i>safe manner</i> |
| | 2.3 | Measure and deliver rations following enterprise procedures and according to feed charts |
| | 2.4 | Monitor feed quality and <i>contamination</i> |
| | 2.5 | Monitor the implementation of the feeding program to ensure efficiency and avoid waste |
| 3. Provide water to horses | 3.1 | Provide adequate quantities of clean water to stabled or yarded horses |
| | 3.2 | Check containers daily and ensure they are maintained in a safe and stock proof condition |
| | 3.3 | Check automatic waterers daily for correct function, and report malfunctions to the appropriate person |
| 4. Monitor horse feeding program | 4.1 | Monitor the <i>condition</i> of horses for changes |
| | 4.2 | Observe <i>changes</i> to individual eating patterns or behaviour and report these to the appropriate person |
| | 4.3 | Remove stale and leftover feed from the previous feed and record and report details |
| | 4.4 | Monitor feed quality and inventory in relation to feed requirements |
| | 4.5 | Complete feed records according to enterprise requirements |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

- apply safe work practices
- complete duties in accordance with safe operating procedures and nominated time frame
- identify and use different feed components and feed supplements

- identify changes to horse behaviour
- complete feed records
- monitor feed inventories
- recognise changes in horses' condition
- recognise spoiled or contaminated feed
- numeracy skills to calculate feed quantities and use 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
- different feed weights
- 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
- fat
- simple carbohydrates (sugar)
- complex carbohydrates (fibre)
- nutrient balance
- nutrient requirements
- vitamins and minerals

Consequences may include:

- colic
- diarrhoea
- leg swelling
- laminitis

- gastric ulcers
- Australian stringhalt
- Hyperlipidemia
- recurrent exertional rhabdomyolysis (RER, tying-up, azoturia)
- polysaccharide storage myopathy (PSSM)
- developmental orthopaedic disease (DOD)
- equine metabolic syndrome/insulin resistance
- rickets
- big head syndrome
- hindgut acidosis

Common feeds may include:

- pasture
- hay
- chaff
- other fibre products (beet pulp, copra, soy and legume hulls, haylage etc)
- grains seeds/legumes (e.g. maize, oats, barley, sunflower etc)
- processed feeds (sweet feed, pellets, extruded, micronized)

Supplements may include:

- vitamins and minerals
- molasses
- oil
- electrolytes
- joint, gut health, temperament supplements

Horses with special nutritional requirements may include:

- pregnant or lactating mares
- breeding stallions
- foals and yearlings
- horses in different stages of training/or workload
- high performance horses
- sick horses
- aged horses

Procedures may include:

- filling hay nets/bags
- 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

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 techniques
- 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
- bolting 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

Assessment must confirm the ability to:

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

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 range of horses of different ages and temperaments 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.

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
- completion of workplace documentation
- 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

VU22684

Relate equine form to function

Unit Descriptor

This unit describes the skills and knowledge to recognise conformation features of horses. It requires the ability to identify desirable and poor conformation in horses and the ability to use standard conformation terminology, recognising unsoundness and blemishes and the ability to relate conformation to the way of going.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) 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

This unit contains Employability Skills.

Application of the Unit

This unit applies to those who wish to develop the skills in the conformation of horses within an equine context.

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 Recognise the common **conformation features** and describe these using industry terminology
- 1.2 Recognise the **desirable conformation features** in a range of **breeds** and **types** of horses
- 1.3 Identify **poor conformation features, blemishes and unsoundnesses** in a range of breeds and types of horses

2 Examine equine movement

- 2.1 Observe the **gaits** of the horse and recognise the quality of movement
- 2.2 Identify the essential **elements of movement** in the overall movement of the horse

	2.3	Identify faults in the way of going
3 Relate equine conformation to movement	3.1	Conformation features are related to elements of movement
	3.2	Poor conformation features are related to faults in the way of going
4 Relate equine conformation and movement to purpose	4.1	Describe different breeds and types of horses based on the intended purpose
	4.2	Relate conformation features to the suitability of types or breeds of horse for purpose
	4.3	Relate movement to the suitability of types or breeds of horse for purpose
5 Relate equine conformation and movement to soundness	5.1	Relate conformation to potential soundness issues
	5.2	Relate movement to potential soundness issues

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
- relate conformation features and movement to the suitability of a horse for purpose
- relate conformation features and movement to the long term soundness of a horse

Required Knowledge

- standard terminology
- breed and types of horses
- desirable and undesirable conformation traits
- relationship between conformation and soundness

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.

Desirable conformation features may include:

- overall conformation
- balance
- conformation in relation to purpose
- height
- head (teeth, nostrils, jaw, eyes, forehead, and ears)
- 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 to breed characteristics, well-defined muzzle, front teeth aligned, large prominent eyes, wide and flat space between eyes, open gullet, and proportion to body.
- strong, smoothly arched neck
- even back with short, strong coupling
- well defined wither
- sufficient length and angle of croup
- a balanced appearance
- well-muscled quarters
- straight strong legs correct to plumbline
- balance and correct proportion in relation to breed and use
- broad, flat knees
- strong full chest and breast with proper slope of shoulder
- gently sloped pasterns

Breeds may include:

- Arabian
- Thoroughbred
- Quarter horse
- Standardbred
- Stockhorse
- Friesian
- Shetland
- Welsh

Types of horses may include:

- Riding pony
- Baroque
- Cob
- Hunter
- Hack
- Draft horses
- Warmbloods

Poor conformation features 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, offset knees, tied-in knees, cut out under the knees, standing under in front, camped in front and inappropriate proportions, splint
- 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, bull-nosed foot, thin wall and sole, club foot, coon footed, too large or small, uneven coronet, high heels, contracted heels and low heels
- Jaw: parrot mouth, bulldog mouth, overly narrow jaw and heavy jowls.
- Upright shoulder
- Disproportion in length of back and loin: sway back and roach back
- Barrel: slab-sided and hound gutted
- Eye: pig-eye and gotch eye
- Ears: overly large or small
- Neck: thick throatlatch, short neck, long neck, thin neck, ewe neck and swan neck
- Withers: overly high, low or thick, mutton
- Chest: extreme width or narrowness, camped under, pigeon chested

Gaits may include:

- walk
- trot
- canter
- gallop
- pace

Elements of movement may include:

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

Faults may include:

- plaiting/winging
- paddling/dishing
- speedy cutting
- cross-firing
- forging
- overreaching
- brushing
- short stride
- scalping
- stargazing
- stumbling
- winging
- on forehand

Purpose of horses may include:

- showing
- racing (flat, jumper, harness)
- show jumpers
- dressage
- eventers
- polo
- stock work
- reining
- western disciplines
- endurance
- pleasure
- driving

- games and novelty

Soundness issues may include:

- Arthritis (ringbone, sidebone, bone spavin)
- Soft tissue injuries (bowed tendon, curb, sprain/strains/tears)
- Fluid in joints (windgalls, bog spavin)
- Bruised soles
- Hoof cracks
- Superficial skin abrasions

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 confirm the ability to: recognise desirable and undesirable conformation of a range of horses of different types and breeds. It requires evidence of the ability to relate conformation to movement of the horse for:

- appropriate use
- long-term soundness

To ensure consistency, competency should be demonstrated on more than one occasion and must include information on a minimum of two horse breeds/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 also have access to resources that include:

- information such as videos and/or horses of different breeds 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 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
- structured observations

VU22685

Identify equine anatomy

Unit Descriptor

This unit describes the skills and knowledge to recognise the external features and anatomy of horses being trained or used for racing, competitive performance, breeding and/or recreation.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) standards.

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

Employability Skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to learners who have an interest in developing their knowledge of equine anatomy and how it, and related skills, may be applied in an equine environment.

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.

1 Name and locate the external features of 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 Use appropriate terminology to name and locate the **points** of a horse

1.2 Use appropriate terminology to name and locate external identifying **characteristics** of horses.

2 Name and locate the major anatomical components of major body systems in 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

To identify and locate the components of the anatomical system and external features of a horse

Skill

Use of industry terminology to identify key anatomical components

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
- pinto
- palomino
- buckskin
- dun

Markings

- Body: prophet's thumb, dorsal stripe, whorl, 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 - masseter, rhomboideus, splenius, brachiocephalic, trapezius, deltoid, triceps, latissimus dorsi, pectoral, intercostal, gluteal, femoral bicep, semitendinosus, quadriceps, leg extensor muscles, leg flexor 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

- lymph ducts, nodes

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

- lips
- teeth
- tongue
- mouth
- salivary glands
- pharynx
- oesophagus
- stomach
- small intestines (ileum, duodenum)
- 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
- 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

Assessment must confirm the ability to use appropriate industry language and terminology to identify the external features and major anatomical systems of the horse.

Context of and specific resources for assessment

Learners must have access to resources that include:

- access to an environment with suitable aids for the assessment of knowledge of anatomy

Method of assessment

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.

VU22686

Identify and describe equine physiology

Unit Descriptor

This unit describes the foundational skills and knowledge related to the major systems within equine physiology and how these systems relate to horse health and performance.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) standards.

Employability Skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to learners who wish to develop their knowledge of the physiology of horses and how it may be applied in an equine environment where horses are being trained or used in racing, competitive performance, breeding and/or recreation.

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.

1 Explain the key features of the equine skeletal system and related equine health issues

2 Explain the key features of the equine muscular system and related equine health issues

3 Explain the key features of the equine nervous system, including the senses, and related equine health issues

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 and describe common ***illnesses, injuries or abnormalities*** of the skeletal system
- 1.3 Describe the ***impact*** on the horse of illness or injury of the skeletal system
- 2.1 Describe the ***purpose or function*** of the muscular system
- 2.2 Identify and describe 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 and describe common ***illnesses, injuries or abnormalities*** 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 of the equine respiratory system and related equine health issues	4.1 Describe the <i>purpose or function</i> of the respiratory system 4.2 Identify and describe common <i>illnesses, injuries or abnormalities</i> of the respiratory system 4.3 Describe the impact of illness or injury of the respiratory system
5 Explain the key features of the equine cardiovascular and lymphatic systems and related equine health issues	5.1 Describe the <i>purpose or function</i> of the cardiovascular and lymphatic systems 5.2 Identify and describe 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 of the equine digestive and urinary systems and related equine health issues	6.1 Describe the <i>purpose or function</i> of the digestive and urinary systems 6.2 Identify and describe 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 of the equine male and female reproductive systems and related equine health issues	7.1 Describe the <i>purpose or function</i> of the male and female reproductive systems 7.2 Identify and describe 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 and related equine health issues	8.1 Describe the <i>purpose or function</i> of skin 8.2 Identify and describe 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 of the equine endocrine system and related equine health issues	9.1 Describe the <i>purpose and function</i> of the endocrine system 9.2 Identify and describe common <i>illnesses, injuries or abnormalities</i> 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 on the various equine physiological systems.

Skills

Recognise and describe of the impact of common illnesses, injuries, abnormalities and the impact of illness or injury on the various equine physiological systems

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 (DOD)
- laminitis
- fractures
- arthritis (side bone, ring bone)
- splints

Impact of illness or injury may include:

- short term effects on the horse
- long term effects on the horse
- range of prognosis
- treatment or management options

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
- tears
- bruising
- bowed tendons
- curb
- tying up (azoturia)

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

- suspensory ligament desmitis
- wounds
- 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:

- intake of oxygen
- gas exchange
- removal of CO₂

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

- pneumonia
- cold (Equine Herpes Virus)
- 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
- regulation of fluid

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

- anaemia
- filled legs
- heart murmur
- aorta rupture (heart attack)

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

- reception of food
- digestion of food
- uptake of nutrients into bloodstream
- 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 (compaction, spasmodic, strangulation/torsion, sand)
- 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
- birth of foal
- 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 (hives)
- galls and sores
- melanoma
- abrasions
- ticks
- lice
- photosensitivity
- warts
- sarcoids

- ringworm
- wounds
- secretion of regulatory hormones

Purpose or function of the endocrine system may include:

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

- Cushings syndrome
- Equine metabolic syndrome (EMS)

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 confirm the ability to:

- explain the purpose and function of the major physiological systems of the horse
- detail the common illnesses, injuries and abnormalities of each equine system
- explain how the major physiological systems relate to horse health and performance.

Context of and specific resources for assessment

Learners must also have access to resources that include:

- access to an environment with suitable aids for the assessment of physiology

Method of assessment

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
- case studies/scenarios

VU22687

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.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) standards.

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

Employability skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to those who choose to develop their skills and knowledge in horse riding or driving within a controlled environment.

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 Select **equipment** appropriate for the activity and context
- 1.2 Check equipment to ensure it is in good working condition
- 1.3 Catch, lead and tie the horse up safely
- 1.4 Tack up the horse safely
- 1.5 Fit and correctly adjust equipment that is suitable for the rider or driver and horse

2 Mount and ride or drive the horse

- 2.1 Choose a suitable area free from **hazards** and obstacles
- 2.2 Check tack before mounting the horse or cart
- 2.3 Mount the horse or cart in a safe and balanced manner, using **accepted procedures**

- | | | |
|---|-----|--|
| | 2.4 | Ride the horse through gaits of walk, trot and canter (in each direction) or drive at jogging speed in a balanced and calm manner , using recognised aids , ensuring the rider having good control of the animal |
| | 2.5 | Ride the horse or drive alone or in a group, through a variety of movements in a confident fashion using aids appropriate to its training |
| | 2.6 | Apply aids in a manner consistent with the training of the horse and within industry codes of practice |
| | 2.7 | Adjust the horse's speed appropriately |
| 3 Maintain control of the horse | 3.1 | Demonstrate control of the horse |
| | 3.2 | Demonstrate knowledge and skill related to safe distances, direction and speed for riding in a group as relevant |
| | 3.3 | Assess hazards and act appropriately to reduce their impact |
| | 3.4 | Demonstrate safe procedures for emergency situations |
| 4 Dismount and lead the horse after riding or driving | 4.1 | Dismount safely |
| | 4.2 | Lead the horse safely |
| 5 Untack and cool down horse after riding or driving | 5.1 | Remove equipment safely |
| | 5.2 | Cool down horse as necessary |
| | 5.3 | Clean and check equipment and check for wear or breakage, and store in an appropriate manner |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

- interaction with instructor, other riders and the horse, to maintain a positive and safe riding environment
- communication skills to following instructions and directions from the instructor
- handle and care for horses safely
- application of horse riding techniques to control horse in a safe and effective manner under controlled conditions
- tack up a horse using gear appropriated to the activity

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/safety vest
- gloves

Hazards may include:

- goggles
- 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)

Accepted procedures

- safe position for mounting a horse or cart from the ground
- safe use of a mounting block

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

Demonstrate control may include:

- maintaining distances
- go and stop
- turn left and right
- social behaviour
- slow down

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
- cooling down horse

Cool down may include:

- hosing
- sponging
- grooming
- walking

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 confirm the ability to:

- select and fit appropriate tack and personal equipment so that both horse and rider are safe and comfortable
- control the horse with consistent use of positive aids to communicate with the horse by giving it appropriate instructions
- demonstrate required movements, techniques and control over the horse
- apply safe horse handling techniques to avoid hazards where possible
- maintain 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
- horses assessed as suitable for the skill and experience of the individual and the activity
- equipment such as halters, ropes, saddles, bridles, helmets, suitable clothing and boots

Method of assessment

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

VU22688

Assist in preparation of a horse for an event

Unit Descriptor

This unit of competency describes 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.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) standards.

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

Employability skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to learners who intend to develop their skills and knowledge to assist in preparing a horse for an event. 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 competitor or trainer to prepare for an event

- 1.1 Clarify and confirm instructions for the **preparation** of the horse for a competition or event
- 1.2 Assist with exercise routine of horse prior to event
- 1.3 Demonstrate an awareness of other horses during the exercise and take appropriate action to safeguard the safety of the horse and other riders/drivers

2 Assist in preparation prior to travel to competition

- 2.1 Prepare the horse truck/float and complete safety checks
- 2.2 Prepare all equipment required for the comfort of the horse at the competition venue
- 2.3 Prepare the horse for travel

3 Care for horse at the competition venue	<p>3.1 Secure and care for the horse in a safe area as designated by the officials or the competitor</p> <p>3.2 Attend to the feeding, bedding and water requirements of the horse</p> <p>3.3 Ensure all other requirements related to the safety of the horse and of bystanders are met</p> <p>3.4 Follow instructions for the timing for participation of the horse</p>
4 Groom a horse to the requirements of the competition	<p>4.1 Assist in the grooming of the horse to the standard required for the type of competition</p> <p>4.2 Correctly present the horse to the standard required for the type of competition</p> <p>4.3 Check security of horses shoes if horse is wearing shoes</p>
5 Collect the correct equipment and assist the tacking up of a horse for a professional level competition	<p>5.1 Select equipment appropriate to the activity</p> <p>5.2 Clean and prepare the equipment to the standard required for the competition</p> <p>5.3 Fit the equipment correctly and safely to the horse</p>
6 Care for the horse after the competition	<p>6.1 Remove equipment from the horse in an appropriate area</p> <p>6.2 Cool down the horse as necessary according to the requirements of the competition</p> <p>6.3 Check the horse for stress or injury and report the results correctly</p> <p>6.4 Recognise the role of the horse handler in swabbing procedures</p>

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

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

Required Knowledge

- knowledge 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.

Competitions or events may include:

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

Preparation may include:

- 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:

- 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:

- 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:

- 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

Cooling down may include:

- removal 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

Assessment must confirm competence in assisting in the preparation of a horse for competition and the care for horses at an equine event or simulated equine event.

Assessment must include evidence of the following:

- 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

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 are 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 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

VU22689 Assist in the organisation and conduct of an event in the equine industry

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

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) standards.

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

Employability Skills This unit contains Employability Skills.

Application of the Unit This unit applies to learners who wish to contribute to the planning and implementation of an equine event.

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

- 1.1 Describe the scope and variety of **equine events**
- 1.2 Specify the roles of the various event **personnel**
- 1.3 Identify the **costed components** of running an event/competition

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

- 2.1 Identify the role of the media and marketing in **promoting** an event
- 2.2 Investigate the range of potential funding sources
- 2.3 Identify potential sources of sponsorship or financial support
- 2.4 Investigate the range of direct and indirect approaches to obtaining financial support or sponsorship
- 2.5 Identify and prepare suitable strategies for advertisement

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|--------------------------------------|---|
| 3 Assist in the conduct of the event | 3.1 Assist in pre-event planning |
| | 3.2 Assist in the management of the event |
| 4 Assist in post event activities | 4.1 Provide assistance in finalising all records and reports of the event |
| | 4.2 Provide assistance to post event activities according to venue requirements |

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 to participate in meetings, confirm instructions
- finalising records and reports
- publication of results

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

Costed components may include:

- event or competition staff
- track work riders/drivers
- venue and equipment hire
- judges
- prizes
- insurance
- marketing and promotion
- catering
- first aid
- clean-up

Promotion may include:

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

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

Assessment must confirm the ability to:

- assist in all stages of planning and promoting
- assist in the conduct of an event/competition
- assist with actions that need to be completed at the end of an event/competition

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 such as an event.

The skills and knowledge required by this unit are 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.

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
- structured observation
- diary/logbook

VU22690

Examine horse breeding principles and practices

Unit Descriptor

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

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) standards.

Employability Skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to those who seek initial training in horse breeding. 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.

1 Investigate the different breeding methods used in the equine industry

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 Identify the process of natural breeding, including paddock and hand serving, and the advantages and disadvantages of this approach
- 1.2 Describe the process of artificial insemination and identify its advantages and disadvantages
- 1.3 Identify the process of embryo transfer and identify the advantages and disadvantages of this process
- 1.4 Explain the restrictions on breeding methods by stud books or breed registries
- 1.5 Describe the **facilities** required for the different breeding methods

2 Research the selection of horses suitable for breeding

- 2.1 Identify the **requirements of progeny** in a breeding program
- 2.2 Identify different **breeding systems**
- 2.3 Explain the **breeding and performance records** of the mare and sire and how they contribute to the selection process

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| | 2.4 | Identify the criteria that may be used in the selection of a mare and stallion in order to meet the goals of the breeding program |
| | 2.5 | Identify genetic inheritance and the function of genes at a basic level |
| | 2.6 | Explain the types, use and importance of records relevant to horse breeding |
| 3 Detail the preparation of the mare for service | 3.1 | Describe the signs of oestrus and the techniques used to identify oestrus |
| | 3.2 | Identify the methods used to detect ovulation and follicle testing |
| | 3.3 | Describe the procedure for identifying and preparing the mare for service |
| | 3.4 | Identify the methods of teasing mares |
| | 3.5 | Identify suitable personal protective equipment used by mare and stallion handlers |
| | 3.6 | Identify equipment used for restraint and serving of the mare and the safety of both mare and handler |
| | 3.7 | Describe the various procedures of serving the mare with the stallion |
| | 3.8 | Identify the records and documentation associated with serving the mare |
| 4 Describe the preparation of a stallion for service | 4.1 | Describe the procedure for identifying and preparing the stallion for service |
| | 4.2 | Identify the time required between serves for sperm regeneration |
| | 4.3 | Identify the equipment used for restraint/control of stallion and safety of the stallion, mare and handler |
| | 4.4 | Describe the appropriate “courtship” and approach methods of the stallion to the mare |
| | 4.5 | Describe the process for cleaning the stallion after service |
| | 4.6 | Describe in basic terms the psychological management of the stallion before and after service |
| 5 Explain post-breeding procedures | 5.1 | Describe the factors influencing successful conception |
| | 5.2 | Identify pregnancy testing procedures |
| | 5.3 | Identify the gestation period of the mare |
| | 5.4 | Calculate the expected foaling date of the mare |

5.5 Describe the purpose of using a universal birthday

REQUIRED SKILLS AND KNOWLEDGE

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

Skills

- locate and communicate information in stud books or breed registries
- compare breeding methods
- identify requirements of breeding program

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
- industry breeding terminology
- safe handling techniques of mares and stallions

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
- teasing

Identifying may include:

- checking papers
- micro-chip
- brands
- papers/cards
- features/markings

Preparing may include:

- washing
- tail bandage

- lubrication
- boots
- sedatives
- caslicks removal

Teasing may include:

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

Equipment used for restraint of the stallion may include:

- twitch
- hobbles
- serving boots
- tail bandage
- neck cover
- bits
- nose chain
- breeding roll

Pregnancy testing may include:

- manual palpation
- ultrasound
- return for service

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 that they have knowledge of horse breeding systems and the processes involved in horse breeding.

Assessment must confirm the knowledge related to:

- 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 and suitable aids for the teaching of horse breeding principles and practices.

Method of assessment

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

VU22690 Examine horse breeding principles and practices

- written exams or assignments
- oral questioning

VU22691

Prepare for the care of pregnant mares, foals and young horses

Unit Descriptor

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

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) standards.

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

Employability Skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to learners who wish to care for pregnant mares, have oversight of the foaling process and care for foals.

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 Investigate the requirements for care of pregnant mares

- 1.1 Identify ***hazards and risks*** when monitoring the health of pregnant mares
- 1.2 Describe the ***indicators*** of mare health and the importance of daily monitoring and reporting
- 1.3 Describe changes to the nutritional requirements of mares during each trimester of pregnancy
- 1.4 Identify the types of supplementary feeding and the conditions under which it might be required

2 Prepare for the foaling process and the monitoring and reporting procedures

- 2.1 Identify hazards and risks during the foaling process
- 2.2 Identify the ***signs of parturition*** and the ***stages of foaling***
- 2.3 Identify the steps for preparing a pregnant mare for foaling

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| | 2.4 | Interpret the purpose and features of a foaling plan |
| | 2.5 | Describe problems that may occur during foaling |
| | 2.6 | Describe the post foaling monitoring of mare and foal and the requirement for monitoring and reporting |
| | 2.7 | Identify the requirements for a foaling environment, the facilities, equipment and supplies |
| | 2.8 | Describe the recording process detailing the monitoring and reporting of foaling and foaling outcomes |
| 3 Demonstrate knowledge of care required for new born foals | 3.1 | Identify the indicators of foal health and the importance of their monitoring and reporting |
| | 3.2 | Explain the importance microchipping and recording of the markings and other identification features of newly born foals, especially for thoroughbred foals |
| | 3.3 | Recognise the conditions or signs of ill health requiring veterinary assistance |
| 4 Prepare for the monitoring and care of foals, weanlings and yearlings | 4.1 | Identify the basic training of young horses to enable safe handling and management |
| | 4.2 | Identify the daily care requirements of young horses, including changing nutritional needs, foot care and parasite control |
| | 4.3 | Describe the requirements for regular soundness checks of foals, weanlings and yearlings as part of daily routines |
| | 4.4 | Describe the care required for sick, weak, orphaned and injured newborn and young foals using established practices |
| | 4.5 | Describe the procedures for the separation, treatment and return of newborn foals requiring treatment and husbandry |
| | 4.6 | Identify the records required to prepare for the monitoring of the health and care of young horses that meet the requirements for the enterprise and relevant legislative requirements |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

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

Required 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
- identification of problems of foaling
- common diseases and conditions affecting foals
- common deformities
- weaning strategies and fostering techniques
- recording and reporting requirements
- foal development and growth
- zoonotic diseases
- industry terminology relating to the horse breeding industry
- safe, hygienic operational practices

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.

Hazards and risks may include:

- horse
- environment
- zoonotic diseases
- biohazards
- infectious diseases
- medication

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
- mal-presentation
- 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 diarrhoea
- 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

VU22691 Prepare for the care of pregnant mares, foals and young horses

- energy levels
- musculo-skeletal problems
- behaviour (eg. standing, nursing, bonding)

Equipment and supplies

may include:

- high quality colostrum or replacement
- colic mixture
- clean tail wrap
- mild soap
- disinfectant
- clean containers (cup, bucket)
- sponges and towels
- sharp, clean scissors and knife
- hemostat or clamps
- small bulb syringe
- foal enemas
- sterile lubricant
- gloves
- flashlight with fresh batteries
- watch
- cordless phone
- thermometer

Basic training may include:

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

Checks may include:

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

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 confirm the demonstration of knowledge related to:

- the care requirements of mares, foals and young horses
- healthy foaling processes and contraindications
- the 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 and suitable aids to demonstrate their ability to identify the care of pregnant mares and foals.

Method of assessment

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
- completion of workplace documents

VU22692

Develop basic coaching skills

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.

Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety/workplace health and safety (OHS/WHS) standards.

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

Employability skills

This unit contains Employability Skills.

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. Prepare to be a coach

- 1.1 Identify ***sources of information*** on general coaching principals and equestrian sport specific coaching.
- 1.2 Source information on **legal obligations** and **legal issues** affecting coaches, including child protection, discrimination, insurance, public liability, duty of care and negligence
- 1.3 Identify common ***hazards*** and risks and incorporate principals of risk management in coaching
- 1.4 Source information on ***ethical responsibilities*** and issues affecting coaches including, drugs in sport, codes of conduct, the coach as a role model.
- 1.5 Describe different approaches to learning and ***coaching styles*** to support participants needs and achievement of goals

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| 2. Plan to coach | 2.1 Identifying needs and current skills of participants

2.2 Develop a lesson plan to include appropriate exercises for participant needs including a contingency plan for unplanned influences

2.3 Identify common hazards and possible impact on riders when planning a lesson

2.4 Describe the procedures for responding to an accident/incident

2.5 Comply with the riding facility rules, regulations, OHS/WHS, incident and emergency procedures |
| 3. Prepare training arena, tack, horses and participants | 3.1 Perform safety checks on equipment and learning environment prior to start of the lesson

3.2 Seek information on participant characteristics and allocate appropriate horses to participants where relevant.

3.3 Check that equipment is fitted correctly and adjust if necessary

3.4 Obtain clarification and feedback from supervisor where required |
| 4. Conduct a riding lesson | 4.1 Brief participants on safety procedures, rules of riding etiquette, standard commands, rider behaviour and any specific horse behaviour.

4.2 Explain lesson plan activities and exercises and demonstrate where appropriate.

4.3 Conduct supervised riding lesson outlined in the lesson plan

4.4 Provide feedback to participants in a clear, positive and constructive manner

4.5 Encourage participants to ask questions and seek clarification

4.6 Monitor riders and horses for signs of fatigue or discomfort and ensure riders understand commands and comply with safety requirements

4.7 Manage any undesirable horse behaviour promptly to ensure rider safety

4.8 Debrief rider at end of lesson, provide encouragement, self-reflection and suggest improvements |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

- manage time in regard to allocated tasks
- follow OHS/WHs procedures
- communicate effectively, including questioning and active listening skills to obtain information and respond appropriately
- problem solving skills in conducting coaching, risk management and supporting participants
- safely manage a group of riders

Required Knowledge

- principles of safe work practices, legal requirements, codes of conduct, legal liability and duty of care
- coaching styles and 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.

Sources of information may include:

- formal and informal research
- media
- reference books
- legislation or plain English publications describing the law and responsibilities to comply
- Australian Sports Commission (ASC)
- libraries
- National Sporting Organisation (NSO)
- industry journals
- internet
- informal discussions and networking with officials
- industry seminars
- training courses
- participation in industry accreditation schemes
- industry codes of behaviour or ethics

Hazards may include:

- horses too close together
- horse temperament and behaviour (e.g. nervous, biting, kicking)
- unsoundness
- loose shoes
- rider behaviour

- fallen rider
- obstacles
- uneven or slippery surface
- unsuitable fencing
- broken wire
- debris
- gates
- weather

Safety checks 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'

Legal obligations may include

- unsafe equipment
- injuries
- illness
- unlawful behaviour of participants, coach, instructor or support personnel
- suspected physical or sexual abuse
- improper use of information

Legal issues may include:

- recognising unsafe equipment
- injuries
- illness
- unlawful behaviour of participants, coach, instructor or support personnel
- suspected physical or sexual abuse

Characteristics may include:

- age
- level of experience
- behavioural or health issues

Ethical issues may include:

- inappropriate behaviour of participants, coaches, instructors and support personnel
- cheating
- relationships between participants and coaches or instructors

- coach as role model regarding social drug use
- bullying
- dealing with difficult supporters or parents.

Activities may include:

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

Coaching styles may range from direct to indirect and include:

- friendly and approachable while maintaining a 'professional distance'
- directive regarding non-negotiable issues such as safety factors
- casual
- critical friend
- motivational
- disciplinarian
- humorous when appropriate
- organised and efficient
- supportive and encouraging.

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:

- appropriate coaching skills
- understanding of legal and organisation needs in planning to conduct a lesson
- riding lesson is conducted as directed by supervising instructor/coach to ensure safety of participants according to relevant rules and regulations
- effective communication with riders and supervising instructor/coach
- safety checks are performed and follow all relevant safety procedures
- riders, horses and the riding area are monitored 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, but must demonstrate evidence of preparing and planning to coach 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
- participants with appropriate clothing and safety equipment
- codes of conduct, OHS/WHS, safety rules and regulations of riding facilities

Method of assessment

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 lesson or completing a gear check
- questioning about safe work practices or rules of riding organisations
- presentation of a diary detailing coaching sessions undertaken
- video evidence of conducting a lesson