

## **22647VIC Certificate III in Equine Studies**

**Version 1.1 February 2026**

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

**Accredited for the period: 1 April 2024 to 31 March 2029**

Version History:		Date
Version 1.1	Update contact information in A2 and A5	February 2026
Version 1.0	Initial accreditation	1 April 2024

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## Section A – Copyright and course classification information

<p><b>1. Copyright owner of the course</b></p>	<p>Copyright of this material is held by the Department of Jobs, Skills, Industry and Regions.</p> <p>© State of Victoria (Department of Jobs, Skills, Industry and Regions) 2023</p>
<p><b>2. Address</b></p>	<p>Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) GPO Box 4509 Melbourne Vic 3001</p> <p><b>Organisational contact</b> Manager, National Systems Engagement &amp; Reform Unit Engagement &amp; Reform Branch Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p> <p><b>Day-to-day contact</b> Specialist Adviser: Vocational Qualifications and Skills Reform (VQSR) Natural &amp; Built environment Melbourne Polytechnic Email: <a href="mailto:SA@melbournepolytechnic.edu.au">SA@melbournepolytechnic.edu.au</a></p>
<p><b>3. Type of submission</b></p>	<p>This submission is for re-accreditation of 22513VIC Certificate III in Equine Studies</p>
<p><b>4. Copyright acknowledgement</b></p>	<p>The following unit/s of competency:</p> <ul style="list-style-type: none"> <li>• AHCINF205 Carry out basic electrical fencing operations</li> <li>• AHCINF206 Install, maintain and repair farm fencing</li> <li>• AHCINF207 Maintain properties and structures</li> <li>• AHCMOM203 Operate basic machinery and equipment</li> <li>• AHCWRK314 Monitor weather conditions</li> </ul> <p>have been imported from the AHC Agriculture, Horticulture and Conservation and Land Management Training Package administered by the Commonwealth of Australia.</p> <ul style="list-style-type: none"> <li>• ACMAIM201 Contribute to safety at incidents involving large animals</li> </ul>

	<ul style="list-style-type: none"> <li>• ACMAIM202 Participate in an incident involving large animals</li> <li>• ACMEQU212 Handle horses safely</li> <li>• ACMEQU213 Follow safe work practices in equine industries</li> <li>• ACMEQU216 Check and treat horses</li> <li>• ACMEQU217 Load and unload horses</li> <li>• ACMEQU220 Lunge educated horses</li> <li>• ACMEQU221 Manage personal health and fitness for working with horses</li> </ul> <p>have been imported from ACM Animal Care and Management Training Package administered by the Commonwealth of Australia</p> <ul style="list-style-type: none"> <li>• BSBWHS211 Contribute to the health and safety of self and others</li> </ul> <p>has been imported from the BSB Business Services Training Package administered by the Commonwealth of Australia</p> <ul style="list-style-type: none"> <li>• HLTAID011 Provide First Aid</li> </ul> <p>has been imported from the HLT Health Training Package administered by the Commonwealth of Australia</p> <ul style="list-style-type: none"> <li>• RGRPSH201 Handle racehorses in stables and at trackwork</li> </ul> <p>has been imported from the RGR Racing and Breeding Training Package administered by the Commonwealth of Australia.</p> <ul style="list-style-type: none"> <li>• SISSSCO005 Continuously improve coaching skills and knowledge</li> </ul> <p>has been imported from the SIS Sport, Fitness and Recreation Training Package administered by the Commonwealth of Australia</p> <ul style="list-style-type: none"> <li>• SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms</li> </ul> <p>has been imported from the SIR Retail Services Training Package administered by the Commonwealth of Australia</p> <ul style="list-style-type: none"> <li>• TAEDEL311 Provide work skill instruction</li> </ul> <p>has been imported from the TAE Training and Education Training Package administered by the Commonwealth of Australia</p> <p>© Commonwealth of Australia</p>
<p><b>5. Licensing and franchise</b></p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 2023</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see <a href="#">Creative Commons</a> for more</p>



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<b>6. Course accrediting body</b>	Victorian Registration and Qualifications Authority
<b>7. AVETMISS information</b>	<p><a href="#">Australian and New Zealand Standard Classification of Occupations</a></p> <p>841516 Stablehand</p> <p><a href="#">Field of Education</a></p> <p>0501 Agriculture</p> <p>National course code</p> <p>22647VIC</p>
<b>8. Period of accreditation</b>	April 1, 2024 to March 31, 2029

## Section B – Course information

<b>1. Nomenclature</b>	<b>Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses</b>
<b>1.1 Name of the qualification</b>	22647VIC Certificate III in Equine Studies
<b>1.2 Nominal duration of the course</b>	498 – 630 nominal hours
<b>2. Vocational or educational outcomes</b>	<b>Standard 5.1 AQTF 2021 Standards for Accredited Courses</b>
<b>2.1 Outcome(s) of the course</b>	<p>The Certificate III in Equine Studies is a vocational qualification that is intended to provide participants with the skills and knowledge required for the following vocational outcomes:</p> <ul style="list-style-type: none"> <li>• Working safely with horses to support equine care, health and welfare in a range of commercial, sport and recreational equine settings.</li> <li>• Working with and within a range of equine work environments, establishments and organisations related to the use of equines for competition, breeding, recreation and therapy.</li> </ul> <p>The Certificate III in Equine Studies enables graduates to apply for a range of job roles in the equine industry such as a stablehand, groom, stud worker or horse rider coaching assistant.</p> <p>This course also provides participants with an educational pathway to further general and specialist vocational and tertiary studies in the equine sector in a range of general or specialist related qualifications required for job roles in equine allied health (dentistry, massage therapy and hoof care/farriery, veterinary nursing), equine fitness and performance training, horse gear fitting, equine clipping, horse racing, equine breeding and equine stud management.</p>
<b>2.2 Course description</b>	The Certificate III in Equine Studies is a vocational qualification that provides the skills and knowledge required for a range of roles in the equine industry such as a stablehand, stud worker, volunteer or equine industry participant and provides a pathway into further study in a range of general or specialist related qualifications in equine allied health, breeding, sport and racing.
<b>3. Development of the course</b>	<b>Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses</b>
<b>3.1 Industry, education, legislative, enterprise or community needs</b>	<p><b>Industry</b></p> <p>The equine industry contributes significantly to the Australian economy through activities relating the use of horses in primary production, horse breeding, recreation, pony club, equine health, therapy and welfare services, and equine sports such as performance horse, western riding,</p>

horse trials, dressage, equine showing, thoroughbred horse racing and standard bred harness racing.

An IER Pty Ltd report prepared for Racing Victoria found that the value added contribution to the Victorian Economy by racing was \$4.7 billion, sustaining 34,900 FTE jobs<sup>1</sup>. Agrifutures Australia reported that the thoroughbred horse breeding industry alone contributes \$1.16 billion<sup>2</sup> to the national economy. National and state racing industry groups have reported skills shortages for some job roles such as trackwork riders. The National Skills Commission Skills Priority List for 2022<sup>3</sup> indicates a current shortage of horse trainers Australia wide and predictions of moderate levels of future demand. There is currently a demand for skilled workers across a broad range of existing and emerging roles in the equine industry. One of the key findings of an equine industry survey undertaken by the Skill Service Organisation (SSO), Skills Impact, was that the most frequently used external equine services were provided by farriers, equine dentists, massage therapist, saddle fitters, nutritional advisors and clippers<sup>4</sup> indicating the wide range of services used by equine owners and carers. Equine assisted therapy is an example of an emerging area. This survey also indicated equine industry stakeholder concern about the quality and credentials of some service provider types where accredited training was not available or used to support specialist equine services job roles. In response, the Skill Service Organisation, Skills Impact developed a range of equine specialist qualifications such as the Diploma of Equine Allied Health as part of the Horse Care Project<sup>5</sup> in 2021 to support consistent credentialed service provision to the sector.

### Educational

The Victorian Curriculum and Assessment Authority (VCAA) Victorian Certificate of Education (VCE) Vocational Education and Training (VET) programs provide the opportunity to complete nationally recognised training and credit towards their VCE option. VCE students can receive a study score for this qualification which contributes to their Australian Tertiary Admission Rank (ATAR) used for entry into tertiary studies.

While not exclusively a VCE course, the Certificate III in Equine Studies is approved as a VCE VET/VCE Major SCORED assessment program that contributes to student VCE completion levels. Consultation by the Primary Industries Curriculum Maintenance Manager Service with key stakeholders, including the VCAA in 2021, indicated continued support

<sup>1</sup> IER Pty Ltd. Report prepared for Racing Victoria (April 2022), [Size and Scope of the Victorian Racing Industry](#), pg 5.

<sup>2</sup> Agrifutures Australia.(Nov 2019) [Measurement of economic impact of the Australian thoroughbred breeding industry](#) Publication No. 18/046

<sup>3</sup> National Skills Commission (Oct 6, 2022). [2022 Skills Priorities List](#) accessed 30/06/2023

<sup>4</sup> Skills Impact.(2020) [Report prepared for the Animal Care and Management Industry Reference Committee, Equine Industry Survey Report](#), pg 2.accessed 30/01/2023

<sup>5</sup> Skills Impact 2021 [Horse Care Project](#) accessed 03/08/2023



for the inclusion of an equine course in the VET in VCE program.

In 2022 the Department of Education and Training (DET) made provision for the funding of the reaccreditation of the Certificate III in Equine Studies.

### **Target Group**

The target group for this course are secondary school students wanting to complete a VET option for the VCE or VCE Vocational Major (VCE–VM), and post-secondary students as a pathway to employment, participation or volunteer work in the equine industry, or to further general and specialist vocational and tertiary studies in the equine sector.

Victorian enrolment data for 22513VIC Certificate III in Equine Studies data indicates enrolments of around 300 per year through VCE programs.

### **Course consultation and validation process**

22647VIC Certificate III in Equine Studies was developed under the guidance of a project steering committee (PSC) comprised of representatives from industry and expert trainers.

The development process included:

- Steering committee meetings to discuss industry requirements of graduates for current equine industry job roles, course content and structure, and the skills and knowledge survey for wider industry distribution.
- Development of a skills and knowledge profile for entry level job outcomes in the equine industry level to underpin a skills and knowledge survey tool to use for the review and validation the core skills required for employment in the industry.
- Distribution of the skills and knowledge survey to selected key industry contacts through the PSC members and more broadly to equine teacher network members in Victoria.
- Analysis of the industry skills and knowledge survey to identify skills gaps and emerging skill needs.
- Consideration of current training packages units to include in the core and elective banks in the course structure.
- A review of all course VU units for currency and skills needs.
- Additional consultation with individual PSC members via email, telephone, online forms, video communication platform to review for feedback on circulated drafts of course documents.

There were 22 responses to the survey conducted in May 2023. These results were used to review and validate the core skills required for employment in the industry. The survey findings gave the project steering committee direction in determining which competencies should be included in the core.

The survey identified the following as key areas of skills and knowledge:

- safe work practices
- prevention of disease, illness and injury
- signs of ill health and injury
- daily care requirements
- equine anatomy and physiology
- equine nutrition

Members of the steering committee were:

Bridgette van Sprang (Chair) – Fédération Equestre Internationale (FEI) Competitor

Tim Calkin – Equestrian Australia Coach and Coach Educator

Sue Chandler – Oakwood Riding School, Equestrian Australia Coach/Judge and Coach Educator

Brodie Harrison – Coordinator VETDSS Science & Animal Studies Box Hill Institute, Chair Equine Teachers Network

Lisa Hocking – Racing Victoria, Workforce Capability Manager

Sue Leslie – CFA Large Animal Rescue Unit, Equestrian Victoria Coaching Committee

Nina Lewis – Equestrian Australia Official, Equine Studies Teacher GOTAFE, VCAA Equine Studies Chief Assessor

Danielle McAuliffe – VCAA Program Manager

Project Manager:

Anne Wiltshire – Primary Industries Curriculum Maintenance Manager, Melbourne Polytechnic

Joanne Brett – Course writer, Melbourne Polytechnic

This course:

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification
- is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set
- does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification

	<ul style="list-style-type: none"> <li>• does not comprise units that duplicate units of competency of a training package qualification.</li> </ul>																																	
<p><b>3.2 Review for re-accreditation</b></p>	<p>This course was first developed and accredited in 2019 as <i>22513VIC Certificate III in Equine Studies</i>, replacing <i>22246VIC Certificate II in Equine studies</i> in the VCAA VET VCE programs.</p> <p>Feedback was sought from key stakeholders in 2021 for the 22513VIC mid-cycle review. The review considered the course structure and content, industry requirements, implementation issues and the likely impact on the course from a national review of the equine sector units and qualifications in the Animal Care and Management Training Package that was in development in 2021.</p> <p>The stakeholder group recommended some minor changes that could be held over to the reaccreditation but were otherwise satisfied with the course structure and content. They were strongly supportive of the reaccreditation of this course as the <i>ACM30821 Certificate III in Horse Care</i> qualification does not offer a viable alternative for delivery in the VCE VET program.</p> <p>The <i>Certificate III in Equine Studies</i> has had steady VCE VET enrolment numbers over a number of years (see Fee For Service numbers in Table 1 below for 2020 – 2022 data). The figures indicate a demand for the training as a VET in VCE study option. The government funded enrolments were for a non-VET in VCE program first delivered by gotafe in 2021.</p> <p>Table 1: Victorian enrolment data (sourced DET 19/01/2023)</p> <table border="1" data-bbox="507 1182 1444 1615"> <thead> <tr> <th>Government Funding Type</th> <th>Training Organisation Current Name</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Fee For Service</td> <td>Box Hill Institute</td> <td>116</td> <td>204</td> <td>194</td> </tr> <tr> <td>Gotafe (Goulburn Ovens Institute of TAFE)</td> <td>24</td> <td>52</td> <td>64</td> </tr> <tr> <td>Skillinvest (Longerenong College)</td> <td>16</td> <td>29</td> <td>31</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Subtotal</b></td> <td>156</td> <td>285</td> <td>289</td> </tr> <tr> <td>Government Funded</td> <td>Gotafe (Goulburn Ovens Institute) of TAFE</td> <td>0</td> <td>8</td> <td>24</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total</b></td> <td>156</td> <td>293</td> <td>313</td> </tr> </tbody> </table> <p><b>Equivalence</b></p> <p>The course <i>22647VIC Certificate III in Equine Studies</i> replaces and is not equivalent to <i>22513VIC Certificate III in Equine Studies</i>.</p>	Government Funding Type	Training Organisation Current Name	2020	2021	2022	Fee For Service	Box Hill Institute	116	204	194	Gotafe (Goulburn Ovens Institute of TAFE)	24	52	64	Skillinvest (Longerenong College)	16	29	31	<b>Subtotal</b>		156	285	289	Government Funded	Gotafe (Goulburn Ovens Institute) of TAFE	0	8	24	<b>Total</b>		156	293	313
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Current Code and Title	Superseded Code and Title	Relationship
<b>CORE</b>		
ACMEQU212 Handle horses safely	ACMEQU202 Handle horses safely	Not equivalent
	ACMEQU205 Apply knowledge of horse behaviour	Not equivalent
ACMEQU213 Follow safe work practices in equine industries	ACMEQU201* Work safely in industries with horses	Not equivalent
VU23586* Work effectively in an equine organisation	VU22681 Work effectively in an equine organisation	Not equivalent
VU23587* Implement and monitor horse health and welfare practices	VU22682 Implement horse health and welfare practices	Not equivalent
VU23588* Implement and monitor horse feeding programs	VU22683 Implement and monitor horse feeding programs	Not equivalent
VU23589 Relate equine form to function	VU22684 Relate equine form to function	Equivalent
VU23590 Identify equine anatomy	VU22685 Identify equine anatomy	Equivalent
VU23591 Identify and describe equine physiology	VU22686 Identify and describe equine physiology	Equivalent
<b>ELECTIVES</b>		
AHCINF205 Carry out basic electric fencing operations	AHCINF201 Carry out basic electric fencing operations	Not equivalent
AHCINF206 Install, maintain and repair farm fencing	AHCINF202 Install, maintain and repair farm fencing	Not equivalent
AHCINF207 Maintain properties and	AHCINF203 Maintain properties and	Not equivalent

structures	structures	
AHCMOM203 Operate basic machinery and equipment		No change
AHCWRK314 Monitor weather conditions	AHCWRK302 Monitor weather conditions	Not equivalent
ACMAIM201 Contribute to safety at incidents involving large animals		Newly imported elective unit
ACMAIM202* Participate in an incident involving large animals		Newly imported elective unit
	ACMEQU201 Work safely in industries with horses	Superseded unit - not an elective in 22647VIC Certificate III in Equine Studies
ACMEQU216* Check and treat horses		Newly imported elective unit
ACMEQU217* Load and unload horses		Newly imported elective unit
ACMEQU221 Manage personal health and fitness for working with horses	ACMEQU208 Manage personal health and fitness for working with horses	Not equivalent
ACMEQU220* Lunge educated horses	ACMEQU210* Lunge educated horses	Not equivalent
	ACMEQU302* Apply knowledge of minimising impact of falling from a horse	Deleted
	ACMEQU406 Manage selection of horse for new or inexperienced handler, rider or driver	Superseded unit - not an elective in 22647VIC Certificate III in Equine Studies

BSBWHS211 Contribute to the health and safety of self and others	BSBWHS201 Contribute to health and safety of self and others	Equivalent
HLTAID011 Provide First Aid		No change
RGRPSH201 Handle racehorses in stables and at trackwork		No change
SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms		Newly imported elective unit
SISSSCO005 Continuously improve coaching skills and knowledge	SISSSCO101 Develop and update knowledge of coaching practices	Not equivalent
TAEDEL311 Provide work skill instruction	TAEDEL301 Provide work skill instruction	Equivalent
VU23592* Demonstrate basic horse riding or driving skills	VU22687 Demonstrate basic horse riding or driving skills	Not equivalent
VU23593* Assist in the preparation of a horse for a competition	VU22688 Assist in the preparation of a horse for an event	Not equivalent
VU23594 Assist in the conduct and organisation of an event in the equine industry	VU22689 Assist in the conduct and organisation of an event in the equine industry	Equivalent
VU23595 Examine the application of horse breeding principles and practices	VU22690 Examine horse breeding principles and practices	Equivalent
VU23596 Prepare for the care of pregnant mares, foals and	VU22691 Prepare for the care of pregnant mares, foals and	Equivalent

	young horses	young horses	
		VU22692 Develop basic coaching skills	Unit removed
	<b>Note</b> * indicates the unit has a prerequisite		
<b>4. Course outcomes</b>	<b>Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses</b>		
<b>4.1 Qualification level</b>	<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><b>Knowledge:</b></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><b>Skills:</b></p> <p>Graduates at this level will have a range of cognitive, technical and communication skills:</p> <ul style="list-style-type: none"> <li>• selecting a range of methods, tools, materials and information to interpret and act on available information and responding to situations, such as when responding to an equine health and/or welfare scenario</li> <li>• applying and communicating 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 equine health program</li> <li>• providing technical information to a variety of specialist and non-specialist audiences such as providing health history details to a Veterinarian or equine health specialist</li> <li>• undertaking routine and some non-routine tasks in a range of skilled operations such as calculating correct feeding rations</li> </ul> <p><b>Application of knowledge and skills</b></p> <p>Graduates of the Certificate III in Equine Studies will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>• with discretion and judgement in the selection of equipment, services or contingency measures and skills such as selecting and fitting correct tack</li> <li>• to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints such as cleaning boxes to industry standards</li> <li>• 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</li> </ul>		



parameters such as participating in team meetings and following organisational procedures

### Volume of learning

The volume of learning is anticipated to be 1 year. 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 part-time over 2 years and incorporates structured and unstructured training to develop knowledge of the breadth of the equine industry, OHS/WHS procedures, research skills and language, literacy and numeracy skills.

Supervised delivery training activities include:

- learning and assessment activities such as classroom and online directed study classes
- practical sessions that include the safe handling of equines and safe work practices

Unsupervised learning activities include:

- individual study, projects and/or assignment work, and/or research
- work experience, volunteer and/or individual practice that includes activities such as:
  - equine care and health monitoring
  - feeding of equines
  - identifying equine anatomy and evaluating equine conformation

Learners should expect to undertake unsupervised learning of at least a similar duration to those of supervised learning activities in concert with course delivery.

<b>4.2 Foundation skills</b>	Foundation skills applicable to the outcomes of this course are identified in the units of competency.
<b>4.3 Recognition given to the course (if applicable)</b>	Not applicable.
<b>4.4 Licensing/regulatory requirements (if applicable)</b>	There is no licensed or regulated outcome for this course.

<b>5. Course rules</b>	<b>Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses</b>
<b>5.1 Course structure</b>	<p>To achieve the qualification <i>22647VIC Certificate III in Equine Studies</i> the learner must successfully complete a total of 11 units comprising:</p> <ul style="list-style-type: none"> <li>• 8 core units</li> <li>• 3 elective units which 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 accredited course or training package and should not duplicate the outcomes of the core units.</li> </ul> <p>Where the full qualification is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
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**Core units**

ACMEQU212	Handle horses safely	050105	Nil	100
ACMEQU213	Follow safe work practices in equine industries	061301	ACMEQU212	40
VU23586	Work effectively in an equine organisation	120505	ACMEQU212	60
VU23587	Implement and monitor horse health and welfare practices	050105	ACMEQU212	50
VU23588	Implement and monitor horse feeding programs	050105	ACMEQU212	50
VU23589	Relate equine form to function	050105	Nil	50
VU23590	Identify equine anatomy	050105	Nil	40
VU23591	Identify and describe equine physiology	050105	Nil	50
			<b>Sub-total</b>	<b>440</b>

**Elective units**

<b>Racing / Mandatory training</b>				
BSBWHS211	Contribute to the health and safety of self and others	061301	Nil	20
RGRPSH201	Handle racehorses in stables and at trackwork	050105	Nil	80
<b>Riding / events/competition</b>				
VU23592	Demonstrate basic horse riding or driving skills	092101	ACMEQU212	40
VU23593	Assist in the preparation of a horse for a competition	092101	ACMEQU212	40
VU23594	Assist in the conduct and organisation of an event in the equine industry	050105	Nil	40
<b>Facility maintenance</b>				
AHCINF205	Carry out basic electric fencing operations	050101	Nil	40
AHCINF206	Install, maintain and repair farm fencing	040399	Nil	30
AHCINF207	Maintain properties and structures	040301	Nil	30
AHCMOM203	Operate basic machinery and equipment	030717	Nil	20
<b>Large animal incident awareness</b>				
ACMAIM201	Contribute to safety at incidents involving large animals	061301	Nil	20
ACMAIM202	Participate in an incident involving large animals	061301	ACMAIM201	30
<b>Horse Breeding</b>				
VU23595	Examine the application of horse breeding principles and practices	050105	Nil	40
VU23596	Prepare for the care of pregnant mares, foals and young horses	050105	Nil	40

<b>Coaching</b>				
SISSSCO005	Continuously improve coaching skills and knowledge	092103	Nil	35
<b>General</b>				
ACMEQU216	Check and treat horses	050105	ACMEQU212	40
ACMEQU217	Load and unload horses	050105	ACMEQU212	30
ACMEQU221	Manage personal health and fitness for working with horses	061307	Nil	30
ACMEQU220	Lunge educated horses	050105	ACMEQU212	50
AHCWRK314	Monitor weather conditions	010701	Nil	60
HLTAID011	Provide First Aid	069907	Nil	18
TAEDEL311	Provide work skill instruction	070109	Nil	40
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms	080505	Nil	50
<b>Total nominal hours</b>				<b>498–630</b>

### Standard 5.11 AQTF 2021 Standards for Accredited Courses

#### 5.2 Entry requirements

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:

- 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.
- Entrants must demonstrate a moderate level of agility and coordination to move smoothly, safely and quickly in response to horse behaviours.

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). Download the ACSF from the [Department of Employment and Workplace Relations, Australian Government \(DEWR\) website here](#).

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 2 of the 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

### Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses

#### 6.1 Assessment strategy

All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:

- Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,  
or
- the Standards for Registered Training Organisations 2015 (SRTOs),  
or
- the relevant standards and Guidelines for RTOs at the time of assessment.

The work tasks undertaken in the equine industry are generally hands-on and practical and therefore, the assessment strategies should reflect this. It is recommended that assessment be a holistic process that reflects realistic job tasks and integrates a number of units in practical tasks or projects. Assessment strategies should be developed within the context of the range of variables, the underpinning skills and knowledge and the assessment requirements specified in each unit.

Assessment strategies should be designed to:

- cover a range of skills and knowledge required to demonstrate the intended course outcomes
- be appropriate to the skills, knowledge, methods of delivery and needs/characteristics of learners
- collect evidence on a number of occasions to suit a variety of contexts and situations
- assist assessors to interpret evidence consistently
- recognise existing skills
- be equitable to all groups of learners
- be valid, reliable, flexible, and fair

	<ul style="list-style-type: none"> <li>• inform learners of the context and purpose of the assessment and the assessment process</li> <li>• provide feedback to learners about the outcomes of the assessment process and guidance given for future options</li> <li>• allow reasonable time to complete a task which specifically reflects the industry context in which the task takes place</li> </ul> <p>The following assessment methods are appropriate for units of competency in this accredited course:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• structured observations</li> <li>• completion of workplace documentation</li> <li>• demonstration of skills in workplace or simulated work environment</li> <li>• logbooks</li> <li>• work diary</li> <li>• verbal presentations</li> <li>• assignments</li> <li>• case studies/scenarios</li> <li>• multi-media presentations</li> <li>• folios</li> <li>• written reports</li> <li>• examinations</li> <li>• short answer or multiple-choice tests</li> <li>• interview records/checklists</li> </ul> <p>Assessments of units of competency from nationally endorsed training packages and/or accredited courses must be in accordance with the assessment requirements incorporated in the endorsed component of the relevant training package or outlined in the assessment strategy in the accredited course.</p> <p>Where this course is used for VCE Scored Assessment contact the Victorian Curriculum and Assessment Authority (VCAA) VET Unit <a href="#">here</a> to access information and resources for this program. VCAA Resources include:</p> <ul style="list-style-type: none"> <li>• VCE VET Scored Assessment Guide</li> <li>• VCE VET Equine Studies Scored Assessment Plan Template</li> <li>• VCE VET Scoring Criteria sheets</li> </ul>
<p><b>6.2 Assessor competencies</b></p>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,</li> </ul>

	<p>or</p> <ul style="list-style-type: none"> <li>the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Assessment of units of competency from nationally endorsed training packages and units imported from accredited courses must comply with the assessment requirements detailed in the source training product.</p> <p>RTOs must ensure that assessors used for <i>VU23592 Demonstrate basic horse riding or driving skills</i> hold one or more equine industry accreditations in instruction or coaching of horse riding/handling/driving appropriate for the level and context of training.</p>
<p><b>7. Delivery</b></p>	<p><b>Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses</b></p>
<p><b>7.1 Delivery modes</b></p>	<p>Units of competency in this course may be delivered in a variety of modes including classroom delivery, self-paced learning and case studies for theory components, and a workplace or simulated workplace such as a specialist equine teaching facility, for practical components of the units.</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>
<p><b>7.2 Resources</b></p>	<p>Participants must have access to:</p> <ul style="list-style-type: none"> <li>an appropriate equine workplace or an environment that reproduces normal work conditions in a commercial industry environment</li> <li>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</li> <li>documentation normally used in the equine workplace such as equine records maintained for the care, feeding, training and</li> </ul>

	<p>transport of horses, workplace procedures and policies, OHS/WHS information and risk assessments</p> <ul style="list-style-type: none"> <li>• personal protective clothing and equipment appropriate to the equine sector such as riding boots, helmet, jodhpurs, legwear, body protectors/vests, gloves and goggles</li> <li>• a range of horses of different ages and temperaments.</li> </ul> <p>Access is also required to a classroom, library, computer and audio-visual equipment. Providers must have access to an approved Animal Ethics Committee (AEC) in situations where live animals are used for training.</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Trainers and assessors used for VU23592 Demonstrate basic horse riding or driving skills must hold at least one equine industry recognised horse riding coaching/instruction accreditation for the level and context of training. The units of competency imported from training packages or accredited courses must reflect the requirements for resources/trainers specified in that training package or accredited course.</p>
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<b>8. Pathways and articulation</b>	<b>Standard 5.10 AQTF 2021 Standards for Accredited Courses</b>
	<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> <p>Dependant on currency and meeting any existing course entry requirements, graduates of 23XXVIC may use the qualification as a pathway to further equine qualifications such as:</p> <ul style="list-style-type: none"> <li>• ACM40921 Certificate IV in Equine Care (with specialisations in Fitness and Performance Training, Horse Educator. Gear Fitter and Checker, Horse Clipper)</li> <li>• ACM50421 Diploma of Equine Management</li> </ul>



	<ul style="list-style-type: none"> <li>ACM50521 Diploma of Equine Allied Health with specialisations in Equine Dental Technician and Equine Massage Therapist</li> </ul>
<b>9. Ongoing monitoring and evaluation</b>	<b>Standard 5.15 AQTF 2021 Standards for Accredited Courses</b>
	<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 course and will consider at a minimum:</p> <ul style="list-style-type: none"> <li>any changes required to meet emerging or developing needs</li> <li>changes to any units of competency from nationally endorsed training packages or accredited course</li> </ul> <p>Any significant changes to the courses will be notified to the VRQA.</p>

## Section C – Units of competency

Units of competency imported from training packages.

The following units of competency can be accessed from [training.gov.au](https://training.gov.au)

ACMEQU212 Handle horses safely

ACMEQU213 Follow safe work practices in equine industries

ACMAIM201 Contribute to safety at incidents involving large animals

ACMAIM202 Participate in an incident involving large animals

ACMEQU216 Check and treat horses

ACMEQU217 Load and unload horses

ACMEQU220 Lunge educated horses

ACMEQU221 Manage personal health and fitness for working with horses

AHCINF205 Carry out basic electric fencing operations

AHCINF206 Install, maintain and repair farm fencing

AHCINF207 Maintain properties and structures

AHCMOM203 Operate basic machinery and equipment

AHCWRK314 Monitor weather conditions

BSBWHS211 Contribute to the health and safety of self and others

HLTAID011 Provide First Aid

RGRPSH201 Handle racehorses in stables and at trackwork

SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms

SISSSCO005 Continuously improve coaching skills and knowledge

TAEDEL311 Provide work skill instruction

The following units of competency developed for this course are contained in Section C:

VU23586 Work effectively in an equine organisation

VU23587 Implement and monitor horse health and welfare practices

VU23588 Implement and monitor horse feeding programs

VU23589 Relate equine form to function

VU23590 Identify equine anatomy

VU23591 Identify and describe equine physiology

VU23592 Demonstrate basic horse riding or driving skills

VU23593 Assist in the preparation of a horse for a competition

VU23594 Assist in the conduct and organisation of an event in the equine industry

VU23595 Examine the application of horse breeding principles and practices

VU23596 Prepare for the care of pregnant mares, foals and young horses

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<b>Unit code</b>	<b>VU23586</b>
<b>Unit title</b>	<b>Work effectively in an equine organisation</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to work effectively in an equine organisation. It requires the ability to perform routine equine work tasks and explore equine work and career opportunities.</p> <p>The unit applies to those engaged in activities relevant to a range of equine work environments and horses trained or used for racing, competitive performance, breeding and recreation. The application of this unit is best suited where the skills and knowledge can be applied and performed in an equine workplace under supervision.</p> <p>This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation, and any current code of practice for the welfare of horses where applicable. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	ACMEQU212 Handle horses safely

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify work and career opportunities in the equine industry	1.1	Explore the range of equine industry work roles and career pathways in the equine industry
		1.2	Explore social license and sustainability issues affecting work practices and career options in the equine industry
		1.3	Seek advice from suitable industry professionals on a range of career options
		1.4	Identify and document personal interests and capabilities against career options
2	Follow equine workplace procedures for work tasks	2.1	Identify workplace OHS/WHS and other guidelines and procedures for application to work tasks
		2.2	Interpret and clarify work tasks instructions with supervisor
		2.3	Identify, assess and take appropriate action to control risks to self, others and the equine when interacting with

			equines
		2.4	Select, check, correctly fit and use Personal Protective Equipment (PPE)
		2.5	Complete work tasks in accordance with workplace procedures
		2.6	Report OHS/WHS, animal welfare other relevant issues to supervisor according to workplace procedures
		2.7	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 equine behaviours and characteristics and assess risks before handling
		3.2	Check equine 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 according to workplace procedures
		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 equines
		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 and gear according to workplace procedures
4	Groom, rug and feed equines	4.1	Groom equines 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 equines according to workplace procedures ensuring correct fit.
		4.4	Provide feed to equines 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

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit are listed below.

Skill	Description
Oral communication skills to:	use correct industry-specific terminology when providing information or requesting clarification
Self-management skills to:	comply with workplace standards for clothing, footwear and behaviour around equines complete tasks within workplace timelines
Digital literacy skills to:	access career information access weather information to determine suitable rug use access emergency information

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23586 Work effectively in an equine organisation	VU22681 Work effectively in an equine organisation	Unit not equivalent

### Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23586 Work effectively in an equine organisation
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**Performance Evidence**

There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and:

- has applied industry OHS/WHS, animal welfare, biosecurity and other relevant guidelines and workplace procedures to safely and efficiently handle, groom, rug and feed at least two different quiet, consistent and obedient equines
- on at least one occasion:
  - cleaned stables and surrounding area
  - checked, cleaned and stored tack
  - used oral communication to report to the supervisor signs of equine illness and injury and other issues related to work tasks
- on at least one occasion documented career opportunities and industry issues relevant to at least one equine sector of personal interest matched to own capabilities

**Knowledge Evidence**

The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:

- care and maintenance of hooves
- workplace procedures for care of equines including:
  - cleaning of stables, yards and gear
  - grooming, rugging and feeding
  - safe work practices, including safe handling of equines
- types and purpose of personal protective equipment (PPE) including boots, overalls, helmet, body protector/vest, dust mask
- abnormalities including lack of food or water consumption, less or more manure, irregularities in consistency of manure, scouring
- basic animal welfare principles and responsibilities in the context of own work
- basic OHS/WHS responsibilities for entry level equine industry occupations
- principles of safe work procedures
- hazards including:
  - equines
  - physical environment (e.g. solar radiation, dust, noise)
  - unsafe work practices
  - faulty equipment and machinery
  - sharp tools and equipment
  - chemicals and hazardous substances
  - zoonotic diseases
  - manual handling
- clothing, footwear and behaviour required when working with equines
- career and employment opportunities
- industry terminology to describe equines and equine-related work
- equine industry biosecurity practices
- sustainable work practices in the equine industry including waste management
- social licence to operate in the equine industry

	<ul style="list-style-type: none"><li>• workplace safety and emergency procedures for extreme weather events</li></ul>
<b>Assessment Conditions</b>	<p>Learners must be supervised adequately when undertaking activities involving equines and safe work practices must be explained and followed at all times.</p> <p>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.</p> <p>Learners must also have access to resources that include:</p> <ul style="list-style-type: none"><li>• an appropriate equine industry workplace or simulated work environment under normal work conditions with live animals</li><li>• equipment tools and gear normally used in the workplace</li><li>• personal protective clothing and equipment</li><li>• workplace documentation</li></ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>Unit code</b>	<b>VU23587</b>
<b>Unit title</b>	<b>Implement and monitor horse health and welfare practices</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to implement horse health and welfare practices to monitor and identify signs of common illness, injuries and other signs of distress in horses. It requires the ability to accurately report workplace observations accurately to assist with preventative horse husbandry programs.</p> <p>The unit applies to individuals engaged in activities relevant to a range of equine work environments and horses trained or used for racing, competitive performance, breeding and recreation.</p> <p>This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	ACMEQU212 Handle horses safely

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Monitor the health and welfare of horses	1.1	Undertake routine observations of horses according to workplace procedures
		1.2	Recognise common illnesses and injuries and take appropriate action in line with workplace procedures
		1.3	Identify and assess occupational health and safety/workplace health and safety (OHS/WHS) hazards while monitoring horses and implement suitable controls
		1.4	Monitor horses for signs of illness, injury or abnormal behaviour
		1.5	Check horse vital signs
		1.6	Complete all required records and documentation accurately and promptly in accordance with workplace procedures

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 workplace procedures
		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 safe to do so, until professional help arrives
		2.5	Complete all required records and documentation accurately and promptly in accordance with workplace procedures
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 workplace procedures
4	Undertake procedures which contribute to horse health and welfare	4.1	Identify requirements for parasite control, vaccination, dentistry and hoof care to support horse health and welfare
		4.2	Ensure horses feed and water requirements are met in accordance with the relevant industry guidelines for animal welfare

	4.3	Conduct regular and systematic monitoring of facilities, yards and fencing and report faults according to workplace procedures to ensure a safe environment for horses
	4.4	Use safe work practices and handle horses to minimise stress when assisting horse care professionals
	4.5	Implement occupational health and safety/workplace health and safety (OHS/WHS) hazard controls when undertaking horse health procedures to minimise risks
	4.6	Carry out routine parasite control
	4.7	Complete all required records and documentation accurately and promptly in accordance with workplace procedures

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit are listed below.

Skill	Description
Reading skills to:	read and interpret workplace procedures
Oral communication skills to:	convey information to supervisor or service providers (e.g. vet, farrier) use industry terminology when providing or requesting information from industry horse health professionals
Numeracy skills to:	calculate doses for drenches, medications or treatments according to instructions
Technology skills to:	select and use thermometer

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments

	VU23587 Implement and monitor horse health and welfare practices	VU22682 Implement horse health and welfare practices	Unit not equivalent
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**Assessment Requirements**

<p><b>Title</b></p>	<p>Assessment Requirements for VU23587 Implement and monitor horse health and welfare practices</p>
<p><b>Performance Evidence</b></p>	<p>There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and for at least two different quiet, consistent and obedient horses has:</p> <ul style="list-style-type: none"> <li>• identified hazards and applied safe work practices for the implementation of horse health monitoring tasks</li> <li>• checked horses for signs of injury, lameness, soreness or distress</li> <li>• checked horse vital signs including temperature, respiratory rate, capillary refill, heart rate and hydration status</li> <li>• administered basic treatments as instructed</li> <li>• complied with the biohazard waste disposal and related hygiene requirements</li> <li>• recorded and reported horse health and welfare monitoring information according to workplace procedures</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• common illnesses and injuries that may occur or affect horses including colic, cuts/abrasions, swelling, splints, upper respiratory infections (runny nose, cough), strangles, skin conditions (rain scald, mud fever, ringworm), stone bruise, foot abscess</li> <li>• abnormal horse behaviours including stereotypies</li> <li>• signs of lameness including gait irregularities, nodding, head bobbing</li> <li>• common horse treatments including worming, washing, poulticing, dressing wounds</li> <li>• signs of exercise induced stress</li> <li>• hygiene procedures and biosecurity measures appropriate to horse enterprises including safe handling and disposal of biohazard materials including fluids, waste, refuse, sharps</li> <li>• internal and external parasites</li> <li>• parasite control requirements including faecal egg counts, targeted worming programs, routine worming programs, pasture management</li> <li>• normal and abnormal health indicators</li> <li>• zoonotic diseases including Hendra, Salmonella, Ringworm</li> </ul>



	<ul style="list-style-type: none"> <li>• dental care requirements</li> <li>• hoof care requirements</li> <li>• vaccination requirements</li> <li>• health and welfare records</li> <li>• work health and safety/workplace health and safety (OHS/WHS) hazards and methods for identifying hazards and implementing risk control measures</li> <li>• common horse health treatment and monitoring hazards including kicks and bites, crushing injury, manual handling, veterinary medications</li> <li>• basic horse emergency first aid procedures including restraint, applying pressure to severe bleeding, cold hosing, bandaging and basic wound care</li> <li>• common medication administration procedures including safely restraining and immobilising horses</li> <li>• industry guidelines including Codes of Practice for the welfare of horses according to relevant state and/or federal legislation</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Both practical skills and knowledge must be assessed. Simulated assessment environments must simulate the real-life working environment with access to all the relevant equipment and resources of that working environment.</p> <p>Learners must be supervised adequately when undertaking activities involving horses and safe work practices must be explained and followed at all times.</p> <p>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.</p> <p>Learners must have access to resources that include:</p> <ul style="list-style-type: none"> <li>• an appropriate equine industry workplace or simulated equine work place environment with live equines</li> <li>• equipment tools and gear normally used in the workplace</li> <li>• personal protective clothing and equipment</li> <li>• real or example workplace health program</li> <li>• workplace documentation</li> </ul> <p>Assessment of the practical components of this unit will be by observation of relevant skills.</p> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>Unit code</b>	<b>VU23588</b>
<b>Unit title</b>	<b>Implement and monitor horse feeding programs</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to implement a feeding program for horses.</p> <p>It requires the ability to monitor the quality of feed and feed supplements and monitor feeding habits and variations of individual horses.</p> <p>The unit applies to those engaged in activities relevant to a range of equine work environments and horses trained or used for racing, competitive performance, breeding and recreation.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	ACMEQU212 Handle horses safely

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Investigate the nutritional value of common feed sources used to meet the nutritional requirements of 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
		1.5	Identify the basic differences in nutritional requirements and feeding regimes for paddocked, yarded or stabled horses
		1.6	Recognise horses with special nutritional requirements
		1.7	Identify the importance of water in the feeding program
2	Implement a feeding program	2.1	Follow procedures in relation to the feed room and to the feeding program
		2.2	Undertake feeding tasks using safe work practices and following workplace procedures

		2.3	Measure and deliver rations following workplace procedures and according to feeding instructions
		2.4	Monitor feed quality and contamination
		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 to ensure they are maintained in a safe and stock proof condition
		3.3	Check automatic waterers for correct function, and report malfunctions to the appropriate person
4	Monitor horse feeding program	4.1	Monitor the condition of horses for changes
		4.2	Observe changes 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 workplace requirements

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit are listed below.

Skill	Description
Reading skills to:	interpret work instructions and related documentation interpret textual information to identify relevant and key information related to the nutritional value of horse feed from a range of sources.
Writing skills to:	complete workplace documentation and reports

Numeracy skills to:	calculate feed quantities and measure accurate quantities of feed using feed weighing scales
Oral communication skills to:	use correct and industry-specific terminology to communicate information in the workplace.
Digital literacy skills to:	access nutritional information for horse feeds

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23588 Implement and monitor horse feeding programs	VU22683 Implement and monitor horse feeding programs	Unit not equivalent

## Assessment Requirements

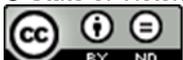
<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p>Assessment Requirements for VU23588 Implement and monitor horse feeding programs</p> <p>There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and for at least two compliant and manageable horses, implemented a feeding program. For each horse, the individual must have:</p> <ul style="list-style-type: none"> <li>• completed horse feeding duties in accordance with safe operating procedures</li> <li>• identified and used different feed components and feed supplements required for the feeding program</li> <li>• prepared and delivered rations required for the feeding program</li> <li>• monitored horse behaviour at feeding</li> <li>• recognised horse condition</li> <li>• cleaned up feed including stale and left-over feed</li> <li>• completed enterprise feed records</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• principles and terminology of feeding including the basic nutritional requirements of horses             <ul style="list-style-type: none"> <li>○ volume</li> <li>○ digestibility</li> <li>○ palatability</li> <li>○ protein</li> <li>○ fat</li> <li>○ simple carbohydrates (sugar)</li> <li>○ complex carbohydrates (fibre)</li> <li>○ nutrient balance</li> <li>○ vitamins and minerals</li> </ul> </li> <li>• common feed types available for horses in Australia</li> <li>• common feed supplements available for horses in Australia</li> <li>• safe handling and distribution procedures for medications and supplements added with feed to avoid cross contamination</li> <li>• horses with special nutritional requirements</li> <li>• common consequences of incorrect feeding of horses</li> <li>• condition of feed and signs of degradation and contamination</li> <li>• horse condition monitoring signs including condition of coat, condition score, tucked up appearance and weight changes</li> <li>• signs of normal and abnormal horse feeding behaviour and variations</li> <li>• feeding, feed handling and feed room procedures including:             <ul style="list-style-type: none"> <li>○ safe lifting and handling techniques</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ preparation techniques for feed</li> <li>○ clean up requirements for feed and feed area preparation and equipment</li> <li>○ provision of fresh water</li> <li>○ filling, positioning and securing of feed containers, hay nets/bags</li> <li>○ vermin control</li> <li>○ maintenance of feed records</li> <li>○ timeframes for feeding</li> <li>○ reporting of changes to behaviour or feed/water consumption</li> <li>● safe operating procedures in the workplace</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Both practical skills and knowledge must be assessed. Simulated assessment environments must simulate the real-life working environment with access to all the relevant equipment and resources of that working environment.</p> <p>Learners must be supervised adequately when undertaking activities involving horses and safe work practices must be explained and followed at all times.</p> <p>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.</p> <p>The following resources must be available:</p> <ul style="list-style-type: none"> <li>● a range of live horses of different ages and temperaments housed in safe handling areas such as stables and yards</li> <li>● materials and equipment relevant to feed programs</li> <li>● a variety of food types and supplements</li> <li>● work instructions and related documentation</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>Unit code</b>	<b>VU23589</b>
<b>Unit title</b>	<b>Relate equine form to function</b>

<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to recognise conformation features of horses and relate to movement and soundness. 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.</p> <p>The unit applies to those engaged in activities relevant to a range of equine work environments and horses trained or used for racing, competitive performance, breeding and recreation.</p> <p>Before undertaking this unit, it is recommended that learners are able to apply safe horse handling skills and workplace occupational health and safety (OHS/WHS) standards.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Examine equine conformation	1.1	Recognise the common conformation features and describe these using industry terminology
		1.2	Recognise and describe the desirable conformation features in a range of breeds and types of horses
		1.3	Identify poor conformation features and blemishes 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 and unsoundnesses in the way of going
3	Relate equine conformation to movement	3.1	Identify conformation features related to movement
		3.2	Describe poor conformation features 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

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

All foundation skills explicit in this unit.

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23589 Relate equine form to function	VU22684 Relate equine form to function	Equivalent

### Assessment Requirements

#### Title

Assessment Requirements for VU23589 Relate equine form to function

#### Performance Evidence

There must be evidence the learner has completed the tasks outlined in the elements and performance criteria on a minimum of two horse breeds/types and for each breed type:

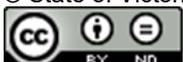
- recognised conformation faults and features
- recognised gaits and correctness of movement

	<ul style="list-style-type: none"> <li>• recognised balance and proportion of conformation in a range of breeds and types of horses</li> <li>• related conformation features and movement to the suitability of a horse for purpose</li> <li>• related conformation features and movement to the long-term soundness of a horse</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• standard terminology</li> <li>• breeds of horses</li> <li>• types of horses</li> <li>• desirable and poor conformation features of the horse including: <ul style="list-style-type: none"> <li>○ forelimbs</li> <li>○ hindlimbs</li> <li>○ foot</li> <li>○ head (jaws, eyes, ears, overall proportion)</li> <li>○ shoulder</li> <li>○ body (withers, back, barrel, chest)</li> <li>○ neck</li> </ul> </li> <li>• relationship between conformation and soundness</li> <li>• gaits including walk, trot, canter, gallop, pace</li> <li>• elements of movement</li> <li>• faults in movement</li> <li>• soundness issues relating to conformation and movement</li> <li>• purpose of horses for a range of common equestrian disciplines</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Competency must be assessed in a workplace that provides access to the required resources or a simulated environment.</p> <p>Simulated assessment environments must simulate the real-life working environment with access to all the relevant equipment and resources of that working environment.</p> <p>Learners must be supervised adequately when undertaking activities involving horses and safe work practices must be explained and followed at all times.</p> <p>The following resources must be available:</p> <ul style="list-style-type: none"> <li>• information such as videos and/or horses of different breeds that are used for a range of purposes</li> <li>• equipment tools and gear normally used in handling horses</li> <li>• personal protective clothing and equipment.</li> </ul> <p><b>Assessor requirements</b></p>

No specialist vocational competency requirements for assessors apply to this unit.

<b>Unit code</b>	<b>VU23590</b>
<b>Unit title</b>	Identify equine anatomy
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify equine anatomy for application in the workplace.</p> <p>It requires the ability to recognise the external features and anatomy of horses and apply to workplace tasks for horses being trained or used for racing, competitive performance, breeding and/or recreation.</p> <p>This unit applies to individuals who use knowledge of equine anatomy to follow technical instructions and other communications with supervisors and equine professionals. This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Use industry terminology to identify external features of horses	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	Use industry terminology to identify anatomical components of 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

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit are listed below.

Skill	Description
Reading skills to:	interpret textual information to identify relevant and key information related to equine anatomy
Oral communication skills to:	use correct and industry-specific terminology to communicate information in the workplace.

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23590 Identify equine anatomy	VU22685 Identify equine anatomy	Equivalent

### Assessment Requirements Template

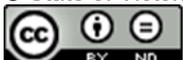
22647VIC Certificate III in Equine Studies V1  
Section C: Units of competency  
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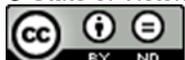
<b>Title</b>	Assessment Requirements for VU23590 Identify equine anatomy
<b>Performance Evidence</b>	<p>There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and on at least one occasion:</p> <ul style="list-style-type: none"> <li>• used industry terminology to identify equine anatomical features and components</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• the anatomical systems of the horse including <ul style="list-style-type: none"> <li>○ main components of the skeletal system</li> <li>○ main components of the muscular system</li> <li>○ main components of the respiratory system</li> <li>○ main components of the cardiovascular and lymphatic systems</li> <li>○ main components of the digestive and urinary systems</li> <li>○ main components of the male and female reproductive systems</li> <li>○ main components of skin</li> <li>○ main components of the endocrine system</li> </ul> </li> <li>• external features of the horse including coat colours and markings</li> <li>• points of the horse</li> </ul>
<b>Assessment Conditions</b>	<p>Competency must be assessed in a workplace that provides access to the required resources or a simulated environment. Simulated assessment environments must simulate the real-life working environment with access to all the relevant equipment and resources of that working environment.</p> <p>Assessment of the practical components of this unit will be by observation of relevant skills.</p> <p>The following resources must be available:</p> <ul style="list-style-type: none"> <li>• access to an environment with suitable aids for the assessment of knowledge of anatomy</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>Unit code</b>	<b>VU23591</b>
<b>Unit title</b>	<b>Identify and describe equine physiology</b>
<b>Application</b>	<p>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.</p> <p>This unit applies to learners who require knowledge of equine physiology for application in a range of commercial, sport and recreational equine settings.</p> <p>This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Explain the key features of the equine skeletal system and related equine health issues	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 to horse function and performance
2	Explain the key features of the equine muscular system and related equine health issues	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 to horse function and performance
3	Explain the key features of the equine nervous system, including the senses, and related equine health issues	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 to horse function and



			performance
4	Explain the key features of the equine respiratory system and related equine health issues	4.1	Describe the purpose or function of the respiratory system
		4.2	Identify and describe common illnesses, injuries or abnormalities of the respiratory system
		4.3	Describe the impact of illness or injury of the respiratory system to horse function and performance
5	Explain the key features of the equine cardiovascular and lymphatic systems and related equine health issues	5.1	Describe the purpose or function of the cardiovascular and lymphatic systems
		5.2	Identify and describe common illnesses, injuries or abnormalities of the cardiovascular and lymphatic systems
		5.3	Describe the impact of illness or injury of the cardiovascular and lymphatic systems to horse function and performance
6	Explain the key features of the equine digestive and urinary systems and related equine health issues	6.1	Describe the purpose or function of the digestive and urinary systems
		6.2	Identify and describe common illnesses or injuries of the digestive and urinary systems
		6.3	Describe the impact of illness or injury of the digestive and urinary systems to horse function and performance
7	Explain the key features of the equine male and female reproductive systems and related equine health issues	7.1	Describe the purpose or function of the male and female reproductive systems
		7.2	Identify and describe common illnesses, injuries or abnormalities of the male and female reproductive systems
		7.3	Describe the impact of illness or injury of the male reproductive system to horse function and performance
		7.4	Describe the impact of illness or injury of the female reproductive system to horse function and performance
8	Explain the key features and functions of equine skin and related equine health issues	8.1	Describe the purpose or function of skin
		8.2	Identify and describe common illnesses, injuries or abnormalities of skin
		8.3	Describe the impact of illness or injury of skin to horse function and performance
9	Explain the key features of the equine endocrine	9.1	Describe the purpose and function of the endocrine system



system and related equine health issues	9.2	Identify and describe common illnesses, injuries or abnormalities of the endocrine system
	9.3	Describe the impact of illness or injury of the endocrine system to horse function and performance

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit are listed below.

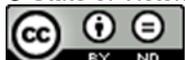
Skill	Description
Learning skills to:	research common horse ailments

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23591 Identify and describe equine physiology	VU22686 Identify and describe equine physiology	Equivalent

### Assessment Requirements Template

<b>Title</b>	Assessment Requirements for VU23591 Identify and describe equine physiology
<b>Performance Evidence</b>	<p>There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and on at least one occasion for each of the physiological systems:</p> <ul style="list-style-type: none"> <li>recognised and described common illnesses, injuries or abnormalities and the impact of illness or injury on horse function and performance</li> </ul>
<b>Knowledge Evidence</b>	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of



	<p>this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• purpose and function of each equine physiological system</li> <li>• common illnesses, injuries and abnormalities of each equine physiological system</li> <li>• the impact of illness and injury on each equine physiological systems to horse health</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• an environment with suitable resources and aids for the assessment of equine physiology</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>Unit code</b>	<b>VU23592</b>
<b>Unit title</b>	<b>Demonstrate basic horse riding or driving skills</b>
<b>Application</b>	<p>This unit describes the performance outcomes, knowledge and skills to participate in horse riding or horse driving activities in controlled conditions under supervision and using safe and suitable horses. It requires the ability to apply riding techniques to control a horse in a safe and effective manner.</p> <p>The unit applies to those who choose to develop their skills and knowledge in horse riding or driving within a controlled environment alone and in a group.</p> <p>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. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	ACMEQU212 Handle horses safely

<b>Element</b>	<b>Performance Criteria</b>
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the



		assessment requirements.	
1	Select horse and tack for riding or driving	1.1	Select tack appropriate for the activity and context
		1.2	Check tack 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	Check fit of tack to ensure suitability and adjust for the rider or driver and horse as required
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
		2.4	Follow directions from instructor to ride and control 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
		2.5	Apply aids in a manner consistent with the training of the horse and industry practice
		2.6	Adjust the horse's speed using leg, body movement, hands and or voice aids
		2.7	Assess hazards and take action to minimise impact
3	Ride or drive the horse in a group environment	3.1	Follow rules for group riding
		3.2	Maintain safe distances, direction and speed for riding in a group
		3.3	Communicate safe procedures for emergency situations to others
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 tack
		5.2	Cool down horse as necessary
		5.3	Clean and check tack for wear and/or breakage, and store in an appropriate manner

## Range of Conditions



N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23592 Demonstrate basic horse riding or driving skills	VU22687 Demonstrate basic horse riding or driving skills	Unit not equivalent

### Assessment Requirements Template

#### Title

Assessment Requirements for VU23592 Demonstrate basic horse riding or driving skills

#### Performance Evidence

There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and on at least two occasions:

- selected and fitted tack and personal equipment for safety and comfort of horse and rider or driver
- handled and cared for horses safely before, during and after riding or driving
- interacted with instructor and other riders
- applied horse riding techniques to control horse in a safe and effective manner under controlled conditions

#### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:

- selection, fit and use of tack for riding or driving
- condition checks, cleaning and storing procedures for riding or driving tack
- gaits of horses
- techniques for basic horse riding or driving
- rules for riding or driving in a group

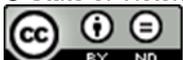
	<ul style="list-style-type: none"> <li>hazards and emergency situations including out of control horses, horses too close together, aggressive horse (biting, kicking), horse misbehaving (rearing, bucking), fallen rider, object frightening horse, environmental hazards (obstacles, uneven surfaces, slope of ground, weather)</li> <li>safe procedures for minimising risks from hazards and emergency situations when undertaking riding activities</li> </ul>
<b>Assessment Conditions</b>	<p>Both practical skills and knowledge must be assessed. Competency must be assessed in a workplace that provides access to the required resources. Assessment of practical skills is to occur under standard work practices, safety requirements and environmental constraints.</p> <p>Learners must be supervised by an accredited riding instructor or riding coach when undertaking activities involving horses and safe work practices must be explained and followed at all times.</p> <p>Assessment of the practical components of this unit will be by observation of relevant skills.</p> <p>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.</p> <p>The following resources must be available:</p> <ul style="list-style-type: none"> <li>information on horse riding equipment, possible horse behaviour and basic riding techniques</li> <li>a controlled riding location</li> <li>horses assessed as suitable for the skill and experience of the individual and the activity</li> <li>tack such as halters, ropes, saddles, bridles, helmets, suitable clothing and boots</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessor must also hold one or more accreditations in equine industry instruction or coaching of horse riding/handling/driving appropriate for the level and context of training.</p>

<b>Unit code</b>	<b>VU23593</b>
<b>Unit title</b>	<b>Assist in the preparation of a horse for a competition</b>



<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to enable an individual to assist a competitor or trainer in the preparation of a horse for a competition. It requires the ability to assist in preparation for travel and caring for a horse, before, during and after a competition.</p> <p>The 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.</p> <p>This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation. No occupational licensing, legislative or certification requirements apply to this unit at the time of publication</p>
<b>Pre-requisite Unit(s)</b>	ACMEQU212 Handle horses safely

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Assist a competitor or trainer to prepare a competition	1.1	Clarify and confirm instructions for the preparation of the horse and tack and equipment for a competition
		1.2	Prepare tack and equipment to meet the competition rules and requirements
2	Assist in preparation prior to travel to competition	2.1	Prepare the horse truck or 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	3.1	Secure and care for the horse in a safe area as designated by the officials or the competitor
		3.2	Attend to the feeding, bedding and water requirements of the horse
		3.3	Ensure all other requirements related to the safety of the horse and of bystanders are met
4		4.1	Assist in the grooming of the horse to the standard required for the type of competition



	Groom a horse to the requirements of the competition	4.2	Present the horse to the standard required for the type of competition
		4.3	Check condition of horse's feet
5	Collect the tack and assist the tacking up of a horse for the level of competition	5.1	Select tack and equipment according to the competition requirements
		5.2	Clean and prepare the tack to the standard required for the competition
		5.3	Safely tack up horse for the competition
6	Care for the horse after the competition	6.1	Safely remove tack from the horse
		6.2	Cool down the horse as necessary according to the requirements of the competition
		6.3	Check the horse for stress or injury and report to the competitor or horse owner

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

Skill	Description
Planning and organising skills to:	meet competition timeline

### Unit Mapping Information

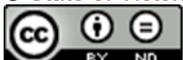
Code and Title Current Version	Code and Title Previous Version	Comments
VU23593 Assist in the preparation of a horse for a competition	VU22688 Assist in the preparation of a horse for an event	Unit not equivalent

### Assessment Requirements

<b>Title</b>	Assessment Requirements for VU23593 Assist in the preparation of a horse for a competition
<b>Performance Evidence</b>	<p>There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and on at least one occasion assisted a competitor or trainer at a horse competition to safely:</p> <ul style="list-style-type: none"> <li>• prepare horse for travel</li> <li>• care for the horse at the competition venue</li> <li>• groomed and tacked up the horse to competition standards</li> <li>• completed post-competition procedures for care of horse and tack</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• the requirements of equine competitions and competition levels</li> <li>• specific tack required relevant to a range of competition activities</li> <li>• pre and post competition tack checks</li> <li>• tacking up a horse</li> <li>• competitor identification requirements</li> <li>• grooming techniques</li> <li>• turnout standards for a range of competitions</li> <li>• preparation of horse truck or float prior to travel and related safety checks</li> <li>• pre, during and post competition horse care procedures</li> </ul>
<b>Assessment Conditions</b>	<p>Both practical skills and knowledge must be assessed. Simulated assessment environments must simulate the real-life working environment with access to all the relevant equipment and resources of that working environment.</p> <p>Learners must be supervised adequately when undertaking activities involving horses and safe work practices must be explained and followed at all times.</p> <p>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.</p> <p>The following resources must be available:</p> <ul style="list-style-type: none"> <li>• live horses assessed as suitable for the skill and experience of the individual and the activity</li> <li>• horse transport vehicle</li> <li>• tack and equipment relevant to competition type</li> <li>• competition rules and requirements</li> </ul> <p>Assessment of the practical components of this unit will be by observation of relevant skills.</p>

	<p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>
<b>Unit code</b>	<b>VU23594</b>
<b>Unit title</b>	<b>Assist in the organisation and conduct of an event in the equine industry</b>
<b>Application</b>	<p>This unit describes the performance outcomes, 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. It requires the ability to assist in all stages of the conduct of an event.</p> <p>The unit applies to learners who contribute to the planning and implementation of an equine event.</p> <p>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 where assistance activities involve interactions with horses.</p> <p>This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify role to assist in the organisation and conduct of an equine event	1.1	Explore the scope and variety of equine events
		1.2	Specify the roles of the various event personnel
		1.3	Identify an equine event requiring assistance for all stages of the event organisation and conduct
		1.4	Confirm participation and role in supporting the organisation and conduct of the event
2	Participate in research	2.1	Identify the costed components of running an event



	and event pre-planning activities	2.2	Identify the role of the media and marketing in advertising and promoting an event
		2.3	Investigate potential funding sources
		2.4	Identify potential sources of sponsorship or financial support
		2.5	Investigate direct and indirect approaches to obtaining financial support or sponsorship
		2.6	Contribute to the determination of event planning schedule and activities
3	Assist in the conduct of the event	3.1	Participate in event meetings and organisational activities
		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

### Range of Conditions

N/A

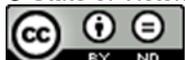
### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

Skill	Description
Initiative and enterprise skills to:	negotiate work task procedures and responsibilities with others
Teamwork skills to:	work effectively with other to event organisers
Self management skills to:	meet event organisational timelines

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments



	VU23594 Assist in the organisation and conduct of an event in the equine industry	VU22689 Assist in the organisation and conduct of an event in the equine industry	Equivalent
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### Assessment Requirements Template

<b>Title</b>	Assessment Requirements for VU23594 Assist in the organisation and conduct of an event in the equine industry
<b>Performance Evidence</b>	<p>There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and for at least one equine event:</p> <ul style="list-style-type: none"> <li>• identified own role of assistance</li> <li>• undertaken pre-planning research to contribute to event pre-planning</li> <li>• participated in meetings and organisational activities</li> <li>• participated in the conduct of the event</li> <li>• assisted with finalisation of records and reports and other post event activities</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• events that might occur within the equine industry</li> <li>• roles of various event personnel</li> <li>• potential sources of sponsorship or funding support</li> <li>• pre-event planning including:                             <ul style="list-style-type: none"> <li>○ site details</li> <li>○ personnel needed for event management</li> <li>○ prizes or awards</li> <li>○ directions to competitors</li> <li>○ judging</li> <li>○ recording results</li> <li>○ media coverage</li> <li>○ marketing and promotion</li> </ul> </li> <li>• event management activities including:                             <ul style="list-style-type: none"> <li>○ setting up</li> <li>○ scoring</li> <li>○ parking</li> <li>○ first aid</li> </ul> </li> </ul>
<b>Assessment Conditions</b>	Competency must be assessed in a workplace that provides access to the required resources or a simulated environment. Simulated assessment environments must simulate the real-life working environment with access to



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all the relevant equipment and resources of that working environment.

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

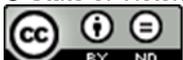
**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.

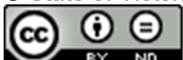
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<b>Unit code</b>	<b>VU23595</b>
<b>Unit title</b>	<b>Examine the application of horse breeding principles and practices</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to apply horse breeding principles and practices to breeding programs in equine stud enterprises. It requires the ability to examine equine breeding systems and practices for use in an equine enterprise breeding program.</p> <p>The unit applies to those who seek initial training in horse breeding in preparation for working in horse stud enterprise.</p> <p>This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation.</p>
<b>Pre-requisite Unit(s)</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify breeding methods and facilities required for use in a horse breeding program	1.1	Investigate 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 required outcomes of a horse breeding program	2.1	Identify the outcome requirements of progeny for the breeding program
		2.2	Investigate different breeding systems
		2.3	Explain the breeding and performance records of the mare and sire and how they contribute to the selection process
		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 the selection of horses for the equine breeding program
3	Identify the requirements for 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	Identify the requirements for the preparation of the 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	Describe post-breeding procedures required for a horse breeding program	5.1	Identify the factors influencing successful conception
		5.2	Identify pregnancy testing procedures
		5.3	Identify the gestation period of the mare



		5.4	Calculate expected foaling date of the mare
		5.5	Describe the purpose of using a universal birthday

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

Skill	Description
Reading skills to:	read and interpret equine breeding procedures
Technology skills to:	prepare and access stud breeding procedures and records
Digital literacy skills to:	access online information for equine stud breeding research

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23595 Examine the application of horse breeding principles and practices	VU22690 Examine horse breeding principles and practices	Equivalent

### Assessment Requirements Template

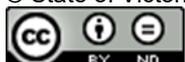
#### Title

Assessment Requirements for VU23595 Examine the application of horse breeding principles and practices

#### Performance Evidence

There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and for at least one equine breeding program:

- identified outcomes and requirements of the breeding program
- investigated information in stud books or breed registries relevant to breeding program



	<ul style="list-style-type: none"> <li>• identified breeding methods and procedures for breeding program</li> <li>• identified breeding program requirements and procedures for an equine stud enterprise</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• the requirements of a breeding program to achieve desired outcomes</li> <li>• advantages and disadvantages of different breeding methods</li> <li>• facilities and equipment used for breeding</li> <li>• factors influencing successful conception</li> <li>• oestrus cycle in mares</li> <li>• methods of pregnancy testing</li> <li>• record keeping and reporting procedures</li> <li>• industry breeding terminology</li> <li>• safe handling techniques of mares and stallions</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• resources and suitable aids for the teaching of horse breeding principles and practices.</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>Unit code</b>	<b>VU23596</b>
<b>Unit title</b>	<b>Prepare for the care of pregnant mares, foals and young horses</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to prepare for the care of pregnant mares, newborn foals and other young horses. It requires the ability to determine care requirements for pregnant mares and the preparation processes required for foaling, and the care and monitoring of newborn foals of foals, weanlings and yearlings.</p> <p>This unit applies to learners prior to undertaking the care of pregnant mares, overseeing and monitoring the foaling process and care for foals in an equine stud workplace under supervision.</p> <p>This unit must be delivered and assessed in accordance with the relevant Prevention of Cruelty to Animals Act(s) or legislation. No licensing, regulatory or certification requirements apply to this unit at the time of accreditation.</p>
<b>Pre-requisite Unit(s)</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
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
		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	Investigate care requirements 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

**Range of Conditions**

N/A

**Foundation Skills**

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance. Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23596 Prepare for the care of pregnant mares, foals and young horses	VU22691 Prepare for the care of pregnant mares, foals and young horses	Equivalent

**Assessment Requirements****Title**

Assessment Requirements for VU23596 Prepare for the care of pregnant mares, foals and young horses

**Performance Evidence**

There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and on at least one occasion:

- used industry terminology, workplace documents and industry guidelines to prepare for the care and monitoring of pregnant mares, or foals or young horses.

**Knowledge Evidence**

The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:

- feed, shelter and environment requirements for mares and foals
- signs of good health and common contraindications
- signs of foaling, the foaling process and contraindications
- stages of foaling
- identification of problems of foaling
- common diseases and conditions affecting foals
- common deformities
- weaning strategies and fostering techniques

	<ul style="list-style-type: none"><li>• recording and reporting requirements</li><li>• foal development and growth</li><li>• zoonotic diseases</li><li>• industry terminology relating to the horse breeding industry</li><li>• safe, hygienic operational practices</li><li>• hazards and risks associated with the care of pregnant mares, foals and young horses</li></ul>
<b>Assessment Conditions</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>• resources and suitable aids to demonstrate the learner's ability to identify the care of pregnant mares and foals.</li></ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>