

**Modification history**

| Release   | Comments  |
|-----------|---|
| Release 1 | This version released with ACM Animal Care and Management Training Package Version 1.0. |

| ACMEQU205                | Apply knowledge of horse behaviour  |
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| <b>Application</b>       | <p>This unit of competency describes the skills and knowledge required to develop basic knowledge of horse behaviour, read horse body language and minimise risk to self and others when being in proximity to horses.</p> <p>This unit applies to workers in industries involving horses that do not directly handle horses. These roles may include administration, finance, marketing customer service, catering, facility management and equipment repair. It does not cover the knowledge required to handle, exercise or ride horse. This is not a horse handling unit.</p> <p>Commonwealth and state/territory health and safety, and animal welfare legislation, regulations and codes of practice relevant to interacting with horses apply to workers in this industry. Requirements vary between industry sectors and jurisdictions.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p> |
| <b>Prerequisite Unit</b> | Nil   |
| <b>Unit Sector</b>       | Equine (EQU)  |

| Elements   | Performance Criteria  |
|--|---|
| <i>Elements describe the essential outcomes.</i>                               | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Identify basic horse behaviour  | 1.1 Outline the natural instincts, sensory perceptions and social behaviour of horses<br>1.2 Recognise how horse senses can influence their behaviour and reactions<br>1.3 Identify environmental conditions that can unsettle horses<br>1.4 Distinguish ways horses can respond to different people and different situations                             |
| 2. Observe and interpret basic body language of horses in different situations | 2.1 Distinguish a range of horse body language<br>2.2 Recognise body language, including posture, facial features and vocalisation, indicating a horse is relaxed in its surroundings<br>2.3 Recognise body language, including vocalisation, posture and facial features, indicating a horse is unsettled or in a state of agitation in its surroundings |
| 3. Examine how horses learn and respond to different handling cues             | 3.1 Recognise how pressure-release training works, including how horses learn to 'go', 'slow', 'turn' and 'stop'<br>3.2 Distinguish different ways to reward a horse<br>3.3 Identify a range of common cues used when handling horses<br>3.4 Observe how new cues are learned by the horse  |
| 4. Identify areas of personal risk around horses                               | 4.1 Identify situations and behaviour that lead to common accidents and injuries when interacting with horses<br>4.2 Recognise human body language and behaviour to avoid around horses<br>4.3 Identify positive actions and behaviour that handlers or riders can take to minimise risks interacting with horses   |

**Commented [TV1]:** The Safety SMEs met on 1 Dec 2020 ad advised to redesign this unit for workers that do not directly handle horse, so that it can be used as an induction unit for workers and/or visitors. A possible title may be – Prepare to work safely around horses.

Direct horse handling will be removed from this unit, noting that workers that handle horses will need to undertake Handle horses safely which will become even more robust in it horse handling outcomes.

**Commented [TV2]:** Is this element and its PC needed for this unit?

**Commented [TV3]:** Move this element into revised ACMEQU202 handle horses

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| Elements  | Performance Criteria   |
|---|--|
| <i>Elements describe the essential outcomes.</i>  | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 5. Minimise risk to self and others around horses | 5.1 Select personal protective equipment (PPE) appropriate for tasks, fit correctly and wear during activities with horses<br>5.2 Assess hazards and potential risks to self, others and the horse, and take steps to minimise risks<br>5.3 Interpret and respond appropriately to horse body language prior to approaching, and maintain awareness of horses at all times<br>5.4 Use body language and behaviour to achieve safe and positive responses from horses |

| Foundation Skills  |  |
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| <i>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.</i> |  |
| Skill  | Description  |
| Oral communication   | <ul style="list-style-type: none"> <li>Use industry terminology to describe horse behaviour, body language and cues</li> </ul>   |
| Navigate the world of work   | <ul style="list-style-type: none"> <li>Know own responsibilities and obligations when working with horses</li> <li>Demonstrate a duty of care to self and others when working with horses</li> </ul> |

| Unit Mapping Information                        |                                 |          |                    |
|---|---------------------------------|----------|--------------------|
| Code and title current version                  | Code and title previous version | Comments | Equivalence status |
| ACMEQU205<br>Apply knowledge of horse behaviour |                                 |          |                    |

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| <b>Links</b> | Companion Volumes, including Implementation Guides, are available at VETNet:<br><a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103</a> |
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| TITLE  | Assessment requirements for ACMEQU205 Apply knowledge of horse behaviour |
|--|--|
| <b>Performance Evidence</b>  |  |
| An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.  |  |
| <p>There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>• observed and interpreted horse behaviour and body language of at least three different horses on separate occasions, displaying different behavioural states and body language in different environments.</li> <li>• identified hazards and determined how to minimise risk to self and others when interacting with around horses in at least three different workplace areas, environments or scenarios.</li> </ul>  |  |
| <b>Knowledge Evidence</b>  |  |
| An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:  |  |
| <ul style="list-style-type: none"> <li>• features of horse instinct and behaviour, including: <ul style="list-style-type: none"> <li>• social organisation, need for space and companions</li> <li>• attachment, separation anxiety</li> <li>• flight and fear responses, arousal</li> </ul> </li> <li>• features of horse senses, including vision, touch, smell, hearing and vocalisation</li> <li>• how to read horse body language, including posture and body position, facial features, ears, legs and tail</li> <li>• how to read horse body language to identify: <ul style="list-style-type: none"> <li>• flight response</li> <li>• threatened or defensive behaviour</li> <li>• stress, agitation or unsettled behaviour</li> </ul> </li> <li>• situations where horse behaviour may cause harm to handlers or other horses, including: <ul style="list-style-type: none"> <li>• approaching from a horse's blind spot</li> <li>• around other horses</li> <li>• leading through gateways or restricted spaces</li> <li>• loose horses</li> <li>• loose horses with saddle (for possible first aid for the rider)</li> </ul> </li> <li>• safe handling zones when interacting with horses</li> <li>• basic features of how horses learn: <ul style="list-style-type: none"> <li>• cues</li> <li>• repetition and reward</li> <li>• exposure to new situations and activities</li> </ul> </li> <li>• basic handling and/or riding cues that assist in the control of horses</li> <li>• types of rewards used for horses, including pressure release, food, scratch and rub, and rest</li> <li>• potential hazards and risks associated with interacting with horses</li> <li>• strategies to minimise and control common risks associated with interacting with horses.</li> </ul> |  |
| <b>Assessment Conditions</b>   |  |
| Assessment of skills must take place under the following conditions:   |  |
| <ul style="list-style-type: none"> <li>• physical conditions: <ul style="list-style-type: none"> <li>• an equine workplace or an environment that accurately represents workplace conditions</li> </ul> </li> <li>• resources, equipment and materials: <ul style="list-style-type: none"> <li>• live horses specified in the performance evidence.</li> </ul> </li> </ul>   |  |
| <p>Training and assessment strategies must show evidence of the use of guidance provided in the <i>Companion Volume: User Guide: Safety in Equine Training</i>.</p>  |  |
| Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.   |  |

**Commented [TV4]:** The PE will be revised after the new elements and PC are developed

**Commented [TV5]:** Suggest including a range of behaviours to be identified and making the PE flexible

**Commented [TV6]:** It would help to define the scenarios, for example:

- walking past a horse or group of horses being led or ridden
- in a stable
- near an injured horse

**Commented [TV7]:** SMEs advised in meeting on 1 Dec that this statement will most likely be removed - there were no objections

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