Modification history

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| Release | Comments |
| Release 2 | This version released with ACM Animal Care and Management Training Package Version 3.0. |
| Release 1 | This version released with ACM Animal Care and Management Training Package Version 1.0. |

| ACMFAR308 | Determine foot care and shoeing plans for equines |
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| Application | This unit of competency describes the skills and knowledge required to make shoeing plans for an equine and contribute to the maintenance of equine health and wellbeing by applying shoes appropriate for its needs.The unit applies to individuals who use technical knowledge and skills to perform farriery services across different equine industry sectors.No occupational licensing or certification requirements apply to this unit at the time of publication.Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements. |
| Prerequisite Unit | Nil |
| Unit Sector | Farriery (FAR) |

| Elements | Performance Criteria |
| --- | --- |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Identify features of equine anatomy relevant to farriery services | 1.1 Identify the anatomical features and basic biomechanical functions of the lower limb and foot that apply to farriery1.2 Compare differences between ideal and problematic feet and describe their impact on shoeing needs1.3 Identify the general principles of foot care for equines1.4 Recognise the symptoms of foot malformation, injury and disease |
| 2. Determine the shoeing requirements and a foot care program | 2.1 Determine the type of work done by the equine according to its gait and conformation 2.2 Apply work health and safety procedures and safe work practices to the selection of personal protective equipment to suit the situation2.3 Use safe zones and handling techniques when observing and examining equines2.4 Examine the wear patterns of existing shoes and determine the condition of feet2.5 Report foot or hoof malformation, injury or disease to carer or owner2.6 Discuss the foot care and shoeing plan and get agreement on a proposed course of action2.7 Advise on routine and preventative hoof care and undertake agreed actions2.8 Maintain records on each equine according to workplace practices |
| 3. Provide non-veterinarian equine health care | 3.1 Identify symptoms of common equine ailments3.2 Take appropriate action when malformation, injury or disease are suspected3.3 Advise on, or apply, non-veterinarian treatments3.4 Seek advice from, and refer to, a registered veterinarian or other specialist where specialist treatment is required |
| 4. Apply disease and infection containment procedures | 4.1 Demonstrate isolation and quarantine strategies for infection control4.2 Follow defined procedures for notifiable diseases and biosecurity maintenance4.3 Dispose of waste material safely according to workplace hygiene and biosecurity procedures |

| Foundation SkillsThis 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. |
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| Skill | Description |
| Writing | * Record specifications and shoeing plans for individual equines accurately in workplace documentation
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| Numeracy | * Use measuring devices and take measurements accurately
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| Oral communication | * Use clear language, accurate concepts and industry terminology to ensure clarity of meaning when reporting and requesting information
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| Navigate the world of work | * Take responsibility for adherence to workplace procedures and codes of practice, including safety, animal welfare and biosecurity requirements, relating to own role and work area
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| Interact with others | * Follow accepted communication practices and protocols for reporting information to clients, veterinarians and other equine professionals
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| Get the work done | * Observe and examine equines, using safe handling techniques, to determine foot and shoe care requirements
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| Unit Mapping Information |
| Code and title current version | Code and title previous version | Comments | Equivalence status |
| ACMFAR308 Determine foot care and shoeing plans for equines | ACMFAR308 Determine foot care and shoeing plans for equines | Minor changes to clarify intent of unit | Equivalent unit |

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| Links | Companion Volumes, including Implementation Guides, are available at VETNet: <https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103> |

| TITLE | Assessment requirements for ACMFAR308 Determine foot care and shoeing plans for equines |
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| Performance Evidence |
| An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:* identified the anatomical components of at least three equines to determine foot care requirements
* assessed the condition of the foot of at least three equines to develop appropriate foot care and shoeing plans for each
* provided advice on routine and preventative hoof care for each equine
* advised on non-veterinarian equine health care for common ailments on at least two occasions
* followed disease and ailment prevention procedures, including biosecurity, isolation and quarantine principles.
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| Knowledge Evidence |
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| 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:* features of equines for determining foot care and shoeing plans:
* general anatomy of equines relevant to farriery care
* anatomical features of the lower limb and foot and basic biomechanical functions
* types and features of gait and conformation
* features of ideal and problematic feet
* common malformation and injuries
* nature, effects, causes and consequences of hoof disease
* shoe wear patterns
* methods for assessing condition of feet, including:
* observation of the horse at rest and in motion to identify lameness and faults of gait
* picking up and cleaning each foot examining to check for injuries or foreign objects
* seeking information from the owner
* review of radiographs in consultation with veterinarians
* features and options for:
* routine and preventative foot care
* shoeing plans
* non-veterinarian treatments provided by a farrier, including:
* adjusting fit of orthotics, pads, wedges or shoes
* applying poultice
* cleaning nail prick wounds
* providing post-operative care by cleaning and dressing wounds
* trimming feet to correct angles according to veterinary instructions
* biosecurity principles and practices, including:
* isolation and quarantine
* hygienic practices to avoid transmission of disease
* notifiable diseases and processes to be followed
* key principles of animal welfare applicable to farriery services
* work health and safety requirements and safe work practices, including:
* managing risks when interacting with equines in the workplace
* manual handling
* using personal protective equipment
* safe zones and equine handling techniques
* safe waste handling and disposal.
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| Assessment Conditions |
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| Assessment of skills must take place under the following conditions: * physical conditions:
* a workplace or simulated environment that accurately reflects performance in a real workplace setting
* resources, equipment and materials:
* various compliant and manageable equines, assessed as suitable for the skill and experience of the individual, and appropriate simulations or case studies
* measuring and recording tools
* personal protective equipment correctly fitted and applicable to activities for individual.

Training and assessment strategies must show evidence of the use of guidance provided in the Companion Volume: User Guide: Safety in Equine Training.Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. |

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